

THE SCHOOL JOURNAL.

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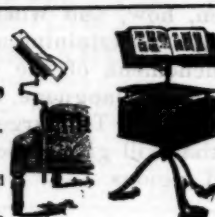
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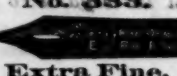
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AS is our usual custom the SCHOOL JOURNAL will not be issued for the next two weeks, (ending Aug. 7th and 14th.) The editors and Publishers appreciate the slight pause in their arduous and ever increasing labors to enjoy the rest that mountain and lake and seaside will give. Please remember not to expect the usual copy of the JOURNAL till Aug. 21st.

THE SCHOOL JOURNAL and THE TEACHERS' INSTITUTE will be found at the gatherings of teachers, and we ask those who see copies for the first time to examine them with serious care. A copy of either paper will be worth ten times over what it costs. It will be found a right hand help to the teacher. Subscribers will confer a favor by calling attention to these papers; let the agent have your cordial help. For sixteen years the JOURNAL has thus come before the teacher; every year it has about doubled its list of subscribers. It has won its popularity only by the hardest of labor.

OUR WORK.

THE "strikes," as they are called, are by men who claim to be "laborers." Most disputes arise out of misconception of or misuse of definitions; and it is so in this case. Who are "laborers" if the

teachers are not. There is no man with a pick or shovel that works as hard as a teacher of a primary school of fifty pupils; his hours may be longer, but his wear and tear is wear and tear of muscle that may be made up by sound sleeping, and by eating bread and meat; her wear and tear is of nerve and brain, and it exhausts so that she can neither eat nor sleep. Let it be then admitted that the teacher is a "laborer," and a hard-working laborer.

As to wages no so-called laborer is so poorly paid as the teacher is—that is, considering his work, his position, and his preparation. The work is hard, he is in a position of responsibility, and he has expended a great deal on his preparation. A man who works with his brain, his nerves, his mental organization, brings himself into the work—he works with his entire being, body and soul. An Irishman who was told that his conscience ought not to allow him to dig so slowly, replied: "My conscience was not hired, only my body." But the teacher can set up no such plea; he must give himself, body, soul, mind, heart, and conscience—his whole being, to his work. This is the reason his work is so hard, so very hard. He tires not only his body, but his soul, mind, heart, and conscience; all his thinking, sympathizing, imagining, creating, devising powers. This means exhaustion, which is more than the weariness which comes from muscle-moving; yet his wages are small when compared with those got by men who merely use muscle.

To hold a place of responsibility always adds to wages—or should do so. No one holds a more responsible position than a teacher. The goodness as well as the intelligence of this generation is to be handed to the next by the teacher. If there is to be veracity, honesty, industry, intelligence, right thinking, and right doing, ten years or thirty years from now, it will be owing to the skill and faithfulness of the teacher of to-day. Let a man think of this and he cannot but feel that a great burden is put on the teacher. Yet his wages are small when compared with those got by men who carry no responsibility.

The teacher expends a good deal generally on his preparation. Nearly all attend high schools, academies, seminaries, normal schools, colleges, institutes, summer schools, etc. Those just beginning to teach have usually given two years to preparation, and so it goes on to those who have given ten years to making ready. There are poorly prepared teachers, but they are the exception, and are becoming less and less each year. Yet the teachers' wages are small when compared with those who can work without special preparation.

Yes, the teachers' wages are small. There are fifty-five millions spent on teaching ten millions; that is, about five dollars and a-half for each per annum. Or there are fifty-five millions divided among three hundred thousand teachers; giving much less than a dollar a day for the working days of a year, on an average. This is not accurate, it is true; the intention is not to give statistics, but to show near enough that the teacher is very poorly paid considering his work, his responsibility, and his preparation. The minimum paid the servant-girls is a half-dollar a day, and board which will average about half-a-dollar; so that the teachers of America are really paid about the rate the servants in the kitchens! All other laborers are dissatisfied, forming into unions, striking, boycotting, and doing other foolish things. Is the teacher advised to do any one or all of these? By no manner of means. The teacher is a "laborer;" an underpaid "laborer," but he must engage in no foolishness. He is counselled to take the only road, to take the three sure and only steps to higher wages—Intelligence, Professional Skill, and Knowledge. If his work will not with these yield him the wages he desires, let him turn to other callings—not to senseless boycot-

tings, wasteful strikes, and selfish unions. The teacher can find employment in other fields that will remunerate.

A single word to close these remarks. The man who seeks for higher wages should mount the steps that lead him to the summits of his own profession—Intelligence, Skill, and Knowledge. If we, as teachers, want better wages, let us teach better; let us make ourselves more indispensable to the people. Let us have more faith in the progress of the schools. Let us increase the excellence of the teaching so that poor teachers will not be tolerated at any price, however small.

THE CAUSE OF THE CHILDREN.

THERE was a charming sight presented lately to the people of New York City—that of a steamer loaded with children sent into the country by the "Fresh Air Fund." The condition of the children is much nearer the popular heart than formerly. The efforts of Sunday schools to gather them in for instruction are greater every year; and yet there is revealed by these efforts the need of greater efforts. There are thousands of children, according to the annual reports, that are not gathered by the Sunday schools.

One generation owes something to the next; in Greece deformed children were put to death to fulfil this duty. The Greeks believed that the child of to-day is the arbiter to-morrow's destiny. If we owe a debt to a succeeding generation it is to furnish it with intelligent men and women; we do something to discharge this debt, for we see that this is true progress. Yet it is admitted that five millions in America cannot read! The reason is that these five millions were not taught to read when children; as children they were neglected; as men and women they suffer; as weights on the body politic they impede progress; they are food for the designing and unscrupulous; a large percentage of this class enter the prisons and almshouses; become beggars and tramps. If their generation had discharged the duty it owed to the succeeding generation as faithfully as the Greeks did, there would not have been a single illiterate.

One out of seventy-five criminals is educated. To insure that the present generation do not go to prisons we must educate it, that is simple enough. We think when we give a child an education that we only benefit him, but it appears to the next generation quite different. The present generation is supporting in its almshouses and prisons the illiterates of the preceding generation.

If the succeeding generation were now alive they would cry to us "educate the children; do not let them grow up to become outcasts and criminals to plague and terrify us." The succeeding generation is here, in the children. They mutely look at us from their cradles and from among their playthings, from the streets and back yards, and say to us "Behold the succeeding generation; if it is to be bright, you must brighten us; if it is to be strong and wise, you must make us strong and wise; what that is to be we must be made to be."

The children have political, financial, intellectual, moral, and spiritual claims on us. There are great principles of life that must be discerned somehow in order to comprehend our being's end and aim. The mind in the school-house struggles to master the principles of language, of science, of nature, of man; from these attainments it goes on to higher and higher stages. In truth, all education has a bearing on Christianity, even if no Bible is opened or mentioned, for Christianity announces the true principles of life. And it will be found that a child properly made ready for the succeeding generation is made ready for this present one; and the reverse is true; make him ready for his own generation and he is ready for that that succeeds.

EDITORIAL CORRESPONDENCE.

THERE is no west. Railroad and electricity have killed it; but there is a Canada, an Illinois, a Missouri, an Iowa, and a Kansas. Ever since the writer left Manhattan he has been rushing towards the land of the setting sun, but "the west" is a thousand miles farther on, and we half suspect it will always be. Next week we shall try to find out where it is.

If any of our readers want to travel like princes let them charter four or five palace cars and travel independently of time-tables, taking on board their own train men. This is the perfection of railroading, and in this way we came to Topeka. We left Suspension Bridge at 4 o'clock p. m., and at 7 a. m. the next morning we were in Chicago. At 6 p. m. we left Chicago, and at 1 p. m. the next day we were in Topeka. Fence posts flew past like lightning, and telegraph poles could only be counted by careful attention. Before we had time to take a comfortable nap we were in Galesburg, and when we rubbed open our eyes in the morning we were in western Missouri. A breakfast at St. Joseph, washed down by a good drink of Missouri river water—mud,—gave us a longing for the rolling prairies of sanguinary Kansas.

Topeka is the law-making place of the state. Its streets are wide, its situation high above the banks of the Kansas river, its people as highly civilized as are those of the eastern states whence they came, and its public and private buildings commodious, numerous, and substantial. Altogether, we are much pleased with it. There isn't a saloon-keeper among all the 30,000 of its people! This is a fact so remarkable to one accustomed to the sight of the numerous whisky and beer shops of New York as to bear emphatic mention. There is one state, thank God! in which the vender of whiskey cannot ply his hellish business. All our lives we have been accustomed to the sights and sounds of rum-shops. Right opposite our early village home in Vermont there were two, in Iowa and Minnesota, they were numerous, and we cannot turn a street corner in New York without finding them. Is whisky sold? Can beer be bought? Yes, for the devil isn't dead, but drug stores are not saloons, and the tempting decanters, and the half-drunken loungers, and the room reeking with mingled fumes of tobacco, beer, whisky, and filth, cannot be found outside of Atchison and Leavenworth. Kansas will take no backward step in this matter. This is the remark of everybody. No one advocates the re-establishment of the whisky saloon. That has been forever banished from the limits of the state. After repeated inquiries from many in all walks of life, and among all parties, we know this to be the truth.

The national association was next to the largest and the best meeting in its history. Fully six thousand five hundred teachers came; the section meetings were well attended, and the papers and discussions contained many nuggets of educational gold. There was an absence of spread-eagleism, which made some of the sessions appear dry, but there was an abundance of thought, and wisdom enough to nourish a generation of teachers, could it be properly digested. It was refreshing to notice the absence of self-glorification and educational peacockism so apparent at the Madison meeting. Dr. Calkins is to be congratulated on his success. From the first he has worked toward this end, patiently but persistently labored to make this a meeting long to be remembered in the annals of our country.

Topeka is hot during the day, but cool at night. There is no mistaking this fact. The people, however, are hospitable, in numerous instances turning themselves out of bed in order to accommodate their guests, and often refusing to take pay for their efforts. We could read one hotel a lesson, but it is too hot, and it wouldn't pay, and we half suspect the local committee didn't realize what a tremendous elephant they had on their hands until it came. It is natural they could not always obey the law of eternal fitness in assigning persons to places, but they did nobly, and the thoughts of the thousands who came and went will be most kind and grateful whenever they remember the Topeka meeting. This is proven; the national association cannot meet in a place smaller than Topeka again. Where it will go next year is not decided. Superintendent Littlefield, of Newport, argued in the board of directors that Providence was on his side, and it must go to the city of the old round tower; while Supt. O'Connor, of San Francisco, urged that it was only a short journey to the Sandwich Islands, where liquid fires were eternally boiling, a hot reminder of the fate of all old fogy educational sinners. Supt. Lane, of Cook Co., advocated Chicago, an educational centre, eminent for its morality and big buildings. He

urged that it could find one room large enough to hold all who would attend. This is an important consideration. We are inclined to think it will go to Chicago. Our Pacific brethren would get it if they were nearer. The condition of being too far away is their misfortune. If we had any hope of inducing five thousand, or even five hundred, to cross the continent and study the geography of the Pacific coast, we would say, "Go to San Francisco," but we don't believe that there is pluck or purse sufficient to draw a hundred outside the elect men and women, who would attend, even if it was located in Pekin.

The new president, William E. Sheldon, of Boston, has been identified with the association since its organization. He is an indefatigable worker, and an able organizer, and will make the next meeting a success. The new secretary, Prof. J. H. Canfield, of the University of Kansas, is one of the most popular men in the west. He is a typical specimen of the educated genus *homo* according to the western ideal. We are told that he is an effective public speaker, and from what we saw we should think he had muscle and mind enough to make himself heard before the association. Dr. Hewett, the present treasurer, was re-elected, as he ought to have been.

What the wisdom of the council we have not been able to learn, and probably shall not until they have had time to formulate and print their ideas. Great things are expected of this body in the future. Just now we confess their good is in a process of evolution. Gentlemen, please hurry along your thinking. The world of teachers are hungry for better educational thought. You profess to have it. Let it out! Don't be like the old fellows who stood in the door of the kingdom, neither going in themselves nor permitting others to get past them. A story is going around of one of your number who was called upon to assist a certain befogged institute in solving a difficult educational question. He is reputed to have said something like this: "Don't trouble yourselves about this question, too deep for you. I am thinking it out. When I come to a conclusion I will tell you, and then you will know; until that time keep still!"

During a portion of our stay in Topeka, we were royally entertained in the capitol building itself by Col. N. S. Goss, the distinguished ornithologist. Hon. H. C. Speer, ex-state superintendent of public instruction, was our introducer, and we count our stay in his rooms as among the most pleasant memories of our lives. It is understood that the Colonel has willed his invaluable collection to the State of Kansas. He is a fine specimen of a New Hampshire yankee, transformed according to the most approved standard of American culture into a perfect gentleman.

The address of welcome, by Col. W. H. Rossington, was admirable. He gave the teachers a welcome worthy of the generous and hospitable nature of Kansas. We are sorry our space prevents its full publication.

So great was the pressure for transportation that on Tuesday two extra trains on the Santa Fe road from the east had two engines attached. An extra, with two engines, brought in seventeen coaches loaded down with people. All the trains were loaded down with new arrivals. The street railway company put two new cars on the lines on Tuesday, and then the company's facilities were inadequate to the demands upon it. Every hack, barouche, express wagon, and vehicle of every description in the city was brought into requisition during the entire week.

The Ohio and Illinois teachers established headquarters in the mammoth tent of the Santa Fe company. It was spread in the southeastern corner of the capitol square. The Kansas teachers had headquarters in another large tent in another part of the same square. Through the influence of Hon. H. C. Speer, Marshall's military band gave an open air concert on the state house square each evening.

Mr. Zalmon Richards, of Washington, was a guest of Judge Kingman, a pupil in his school forty-one years ago.

Five hundred teachers visited Lawrence during the meetings of the association. On their arrival they found a large committee of citizens in readiness to receive them, and carriages provided for their free transportation to any part of the city. Of course they turned to the state university, and there they were warmly received by Chancellor Lippencott and a score of assistants. Refreshments were freely provided, and the party was conducted over the building.

Next they went to the Indian school, where 350 Indian

boys and girls are receiving practical instruction. After a short drive around the city the excursionists returned to their cars, and were brought back to Topeka on a special train. The people of Lawrence spared no pains to make their stay in the "historic city" pleasant and profitable. Men left their business and brought their carriages out for the use of the guests. In every way their treatment was wholesome and cordial.

The results of the Topeka meeting were so well expressed by the *Daily Capital*, we quote the following:

"The good done is not confined to the intellectual friction of the meeting. The scope of the work is broader than that. Persons are here who have traveled more than a thousand miles over country that was new to them. Ninety-five per cent. of those who reside outside of Kansas never saw any part of the state before. The visit to Topeka has been not only a mental treat, but a picture has been examined, a picture that can be seen only by passing over the country and looking at it as one passes. When rushing over the hills and through the valleys the teachers were going through the best school-room on earth. Nothing does a man or woman more good than a touch of the great throbbing pulse of the people. It widens their horizon, and gives them broader views. It furnishes food found nowhere else. To see the busy world about us brings us nearer to the people; it strengthens and steadies our faith in our fellow-men and stimulates us to renewed efforts in their behalf, and arouses an ambition to be still a better worker among the many who are so busy.

But in whatever way the best good comes, the scope of the work is vast in extent. These are the nation's teachers. They came from every state, and they will take back with them every good influence which affected them since their departure from home, and they will enter their work after vacation with better equipment than they had last year, and with renewed courage and higher and purer ambition to be useful." A.

READING CIRCLES.

Very little was said or done at Topeka concerning reading circles. Dr. Geo. W. Brown read a short paper before the normal department on this subject, and as far as we could learn this was all that was done. This omission was unpardonable. No organization, properly conducted, is capable of doing more good to the rank and file of the teachers than this; improperly conducted, none can do more harm. The large number of unprepared teachers entering the school-room temporarily is weighing down the vocation. They must be reached, instructed, encouraged to study, go to the normal school, and become permanent members of the pedagogical army. At least, while they teach they should be required to be informed concerning the fundamental facts and history of teaching. It is a shame that so little is known concerning Pestalozzi, Froebel, and Locke, and so little understood concerning the fundamental principles of instruction by those who are temporarily in the work of teaching. Our permanent teachers are generally pretty well informed; it is to those who make teaching a stepping-stone to something else, or a makeshift of the season, we preach this sermon. It is not creditable to the national association that reading circles were not thoroughly discussed.

The harm coming from improperly arranged reading circle courses comes from ignoring the literature of the profession and substituting in its place the study of the branches of a common high school course. The study of history, geography, science, or literature, unless with special reference to the method of teaching those branches, is not the work of a teachers' reading circle. Chautauqua covers this ground, and nothing is gained by trying to cover it again. Teachers are expected to be informed, and, if they are not, it is the duty of supervising officers to see that they are. The reading circle cannot take the place of academic work and prosper; it must rather supplement or prepare for the normal school. It would be a good plan to place all state reading circles under the care of the state normal schools, and when the course should be completed and a satisfactory examination passed, it would be well to recognize the fact by a diploma that should have some kind of state recognition. Harm will come from courses of study poorly arranged and methodized.

The worst thing that can happen to a reading circle is to have it managed for selfish ends. If there is a certain set of books to be pushed by its directors, or any selfish end to be reached by its organization, it becomes a positive detriment to the cause of education, and the sooner it is abolished the better it will be for the educational world. Keep it clear and pure of all unholy suspicion, arrange its course of reading simply for the purpose of helping the teacher in his teaching work, and give its graduates some state recognition, and it will prosper; neglect to do these things, and it will die, or at least drag out a sickly life.

The National Educational Association.

TOPEKA, JULY 9-11.

THE GENERAL ASSEMBLY.

THE PRESIDENT'S ADDRESS.

After referring to the origin of the association, some of its former places of meeting, its growth and division into departments, plan of meetings, financial condition, etc., the president called attention to some needed amendments to the constitution; then, turning to the great national necessities of to-day, showed what is required of the teachers.

Systems of public education exist in every state and territory of the United States. In twenty-eight states there are ninety-eight normal schools for training teachers. The government of the United States has given to the several states for school purposes about seventy-eight million acres of land. This area is greater than the whole of England, Ireland, and Scotland combined.

The money spent for war in the army and navy is from two to twelve times greater in each of the European countries than is the sum spent for education in these countries, while in the United States the amount spent for education is twice as much as that spent for the army and navy.

Painstaking, earnest, faithful teachers have been among the instructors of Europe since the day Plato led his pupils in classic groves. The work of these teachers in the past deserves honor. Some of the foundation stones laid by them in the great educational structure were irregular in form, and but partially fitted in their places, but as succeeding laborers, with more skill in the art of teaching, came on, symmetry began to appear, and this temple is rising into statelier forms, far above the ideals of the earlier builders.

No single individual has wrought these great changes; the thought and labor of many has led toward these results; every thoughtful teacher and every earnest educator has contributed to the onward movement. To have been, to be now—one of the workers in our country's noble structure—her system of public education—is a great honor.

The present demand in education does not consist so much in the call for a mastery of many new subjects as it does for the complete development of mental powers, the formation of habits of investigation and research, which mark the wide difference between those whose memories are chiefly store-houses for what other people say or write, and those who have been taught to think and to describe, and who have learned where and how to obtain whatever knowledge may be desired. Correct habits of thought, of study by investigation, the power to gain knowledge from every surrounding object, together with ability to apply knowledge profitably to the affairs of life, constitute the standard of education for to-day.

The two indispensable qualifications to insure success to-day are *knowing* and *knowing how to do*.

One of the questions that comes vividly in the foreground to-day is *what* can education do for the future of our country? We who come from the eastern portals of the land, through which crowd ceaseless throngs from foreign countries to secure homes on these broad plains, feel that educators in these western states have a great work laid upon them,—that of *Americanizing the foreigner, so that he can not foreignize our institutions*. As you prize your rich inheritance of free institutions, as you desire the prosperity of your country, as you cherish your homes, *honor them all, and bless yourself in carrying onward to triumph the great work of education before you*.

EDUCATIONAL CURE OF MORMONISM.

Mr. A. E. Winship, editor of the *New England Journal of Education*:

No problem is more important than that of Americanizing Utah. We are, as a nation, responsible for the present condition of things in that strangely cursed territory; for whatever may be said of the lack of character, or lack of intellectual balance on the part of those who originated this unique combination of lust, tyranny, and superstition, most of those now in the toils of that system might have been prevented from entering it or rescued from it had the government, philanthropist, and the church done their part promptly and efficiently. There is great need of a clear understanding and appreciation of all the conditions of Mormonism. It is a religion that makes God to be a man, a polygamist, peopling the realms of space with spirits, as the fruit of his relations to his wives, of whom Eve was the first, and Mary, the mother of Jesus, the favorite; which teaches that Abraham was styled the father of the faithful because he was a polygamist; that the names of the twelve sons of the four wives of Jacob were written across the face of the Israelitish nation that polygamy might be ineradicable; that Jesus came as the favored son of the favored wife of God, and glorified Abraham, Isaac, Jacob, Moses, and David, in order to enthrone polygamy, and that his mission failed for 1,800 years, until Joseph Smith came to complete the work by giving polygamy a place among the sons of men,—all this has a fanatical hold upon the susceptible hearts of these people, cradled in superstition.

All the forces of education, philanthropy, and Christianity combined cannot cure the evils or solve the problems of Mormonism without the right laws effectively administered; while, on the other hand, no law can be so good or be so well executed as to accomplish the desired result without the special and effective aid of the teacher, the philanthropist, and the preacher. The

remedy, then, is in law first, in the school-house second; in the coolest, calmest, religious faith, peace and joy from which fanaticism and superstition are entirely eliminated.

MORAL TRAINING IN THE PUBLIC SCHOOLS.

Dr. E. E. White, LL.D., Cincinnati, O.:

"The fact that moral character is the highest end of school training, raises two important inquiries. First, by what means can this end be reached? Second, to what extent can the public school use these means? Every normal act of the soul, intellectual or moral, leaves as its enduring result an increased power to act and aid a tendency to act again in a like manner. Character is not a distinctive mark, as the word implies; it is not reputation. It is an inner force and tendency. It is both a product and a principle, an effect and a cause. It follows that moral character is principally formed or cultivated by moral activity, and that the nature of the producing activity determines the nature of the resulting character. It is the power and freedom of the soul in willing that makes man responsible for his conduct, and hence a moral being. Effective moral training therefore involves the right training of the will. But vital moral training can not end with emotion or desire; it must secure right action. The training of the will comprises both instruction and discipline. It is easy to hedge in a child's conduct by authoritative restraints, and to urge him forward by artificial incitement, but when the restraining hedge is broken down, and the temporary incitement is wanting, there will appear the vital need of the powers and habit of self-impulsion and self-guidance. The most dangerous transition in a youth's life is that which carries him from authoritative control in the family and in the school to the freedom of untied liberty. The shores of this perilous strait of human life are strewn with wrecked characters. In the school where the youth is to be prepared for this trial, it is not enough that the teacher secures diligence in study, good behavior, and proper order in school. The vital question is: "To what motives does he appeal in giving these ends?" No training of the will can stand the supreme test of conduct that does not subject it to the imperative ought—the last word in the vocabulary of reason and duty.

The central element in will training is the question of school incentives. Two kinds are in use,—artificial and natural. The artificial includes prizes, medals, merit-cards, etc., privileges, and immunities. These do not stand the supreme test of life. They may stimulate effort, but they bring the will into captivity, and feed the moral nature on husks. These range from the more or less selfish to those high motives that beckon the soul to duty, and stir it with the "joy of pure obligation," the highest joy of life.

The natural motives used most in school are:

1. A desire for standing or rank, including the desire to excel.
2. A desire for the approbation of equals and superiors.
3. A desire for activity and power.
4. A desire for knowledge.
5. A hope for future good.
6. A sense of honor.
7. A sense of duty.

The natural motives are quickened by the religious motives, to which they are related. These transcend all others in their influence over the will. Effective moral training in our schools demands the vitalizing influence of religious sanctions and authority. Any system of moral training that ignores the Supreme Source of right, that shuts out all ideas of God and immortality, will not bear the test of character and life. What is needed to give efficiency to moral training in school is not formal religious instruction, so much as the quickening of the conscience and the influencing of the will by the wise use of religious motives and sanctions.

EDUCATION IN LOUISIANA.

Hon. William Preston Johnson, of Tulane University, New Orleans:

Louisiana is now the lowest state in the scale of illiteracy, but agencies are at work which will redeem it from its low estate. There are men in it resolved that the last shall be first. The awakening has begun. Under the providence of God, and the spirit of equity which animates the people, we may look forward to the time when neither black nor white shall be the bondsmen of ignorance. The work that we all believe is the great Archimedian lever which is to lift the world, is public school education. Everywhere the people are showing a wholesome discontent with the condition of affairs, and inquiring the better way to remedy it. Before another census is taken there will be a grand educational revolution in Louisiana. Among the most potent agencies which is to effect this change is Tulane university. Less than four years ago Paul Tulane began his benefactions, and to-day he sees the university bearing his name with nearly 600 students; a museum evoked as if by magic from the collections of the two great expositions in the city; a course of study embracing all departments from the high school to the university, and a manual school, not a separate department of the university, but its mechanical workshop or laboratory.

The educational fund of Louisiana, amounting to over \$1,100,000, was pillaged in 1872. Since then, in consequence of general depression, poverty, and demoralization, public conscience has never been able to reassert itself so as to make good the sacred obligation. What better can we expect of a body of voters, forty-nine per cent. of whom cannot read or write? These are the governors of Louisiana—not the choice of Louisiana, but the free gift of the federal government. The people wish to give a free education to all, white and black. But we hear these young and prosperous states of the northwest whose educational systems have been based upon the bounty of the federal government, saying to us: "If the Blair bill passes it will make mendicants of you all. Rely on yourselves." To us it seems that the argu-

ments should not be used by the beneficiaries of similar grants; or that before using them they should at least, on a fair adjustment of equities, return to the United States treasury the value of the lands received by them. This they can never do. Give us an equal showing. We do not ask it in *forma pauperis* but as a right.

STUDY AND RECITATION; PER CENT. SYSTEM OF MARKING PUPILS; COMPETITIVE EXAMINATIONS.

Supt. L. R. Klemm, Hamilton, O.:

It is a notable fact, that while people will not buy an exploded contrivance, nor manufacture goods for the market by antiquated machinery, but insist upon the latest improvements—they seem to be satisfied with antiquated methods of teaching in school, such as were applied by the proverbial school keepers of yore.

There is in every nation, as in the life of every individual, a time of plasticity. During this time the human being develops his individuality. Certain qualities in him become fixed and capable of being transmitted to his children. What is individuality in the person is type in the nation. The mode of teaching and learning had developed certain peculiar traits, had become typical. We all know what caused the great abundance of *self-made* men; they were, and still are, typically American. Now the typical American boy gained his knowledge, as the man gained his fortune—namely, without assistance. What he is and has, he is and has by his own exertion, attended by much waste of time and energy. The *self-made student* acquires his knowledge from books, not through instruction. He does not learn a thing for the sake of knowing it, or for the sake of the discipline it affords, but merely as a means toward securing other ends. Now the mode of teaching of the typical American school of the earlier periods were legitimate. They were the exponents of life in America. That the typical American teacher of yore kept school, heard recitations, assigned lessons, examined and tested daily and hourly, we can comprehend—and pardon. But life and the American people have changed. The old American type is receding, since untold millions of immigrants have arrived. The Union is a gigantic crucible within which the different nations are fused to a homogeneous whole. Each nation adds some of its virtues, and alas! some of its vices to the fusion.

We are at present in a second era of plasticity; we see it from changes going on within reach of our own experience. Thus we are changing our mode of teaching and studying also. When the great influx of foreign elements ceases, the mixture in the crucible becomes clear, and the future type of the American school will have been developed. It will not be European, rest assured, neither will it be American, as that term is now understood. It is devoutly to be hoped that the pernicious marking system, immoral competition, constant testing, and soulless memorizing of the printed page will not be leading features of the new American school.

Prof. J. M. Greenwood, superintendent of schools at Kansas City, Mo., treated other errors in the public schools, confining his remarks to the character of arithmetical text-books now in use.

PHYSIOLOGY AND HYGIENE, WITH REFERENCE TO THE USE OF ALCOHOLIC DRINKS AND NARCOTICS.

Mrs. J. Allen Foster, Pres. of the Iowa Women's Christian Temperance Union:

"When Christian philanthropy is reinforced by popular education, when the heart of the home and the brain of the school are in league, then, 'it is well with the child.' The well-being of the child is the welfare of the state. The educator of to-day is not a recluse from life's activities, not a cloistered book-worm, dwelling always among the mists of history, the vapors of philosophy, the abstractions and exactions of mathematics, the mysteries of tongues or the wonders of physics; he is 'a man of affairs,' a 'woman of views'; he enters the activities, the charities, the philanthropies, the economies of the living, rushing present. He is not flippant or arrogant; he has zeal with knowledge, courage with patience.

The development of the nation's material resources, the practical application of scientific research and scientific methods to the everyday needs of the common people, the ever increasing complex questions of social economy and political life, these each demand a place in current curriculums, and find expression in varied changes in, and additions to, educational matter and educational methods.

To the three 'R's' of our fathers are added such liberal acquisitions as shall fit the child for citizenship in this best government the sun shines on; and lest any need of the citizen should be forgotten, or refinement of our civilization should be neglected, physical, industrial, and military training, schools of technology and applied science, with music and art, are added; and now out of the heart of the home comes the answered plea for scientific temperance instruction in all schools supported by public money or under state control. This last departure is in the same upward trend of educational effort which gives us the improved, comprehensive, and beautiful text-books in the hands of our children, rather than the primer and the Murray their grandmothers used, and the modern school-house with every appliance of health, comfort, and elegance, in contrast with the log-cabin, rude benches, with attendant discomforts, which constituted the training school for 'shooting ideas' a half century ago.

The origin and growth of popular study of the nature

of alcoholic beverages and of narcotics, and the effects of their use upon the national life, were given, with a sketch of the early movements in Great Britain and the United States, to incorporate this teaching into popular educational systems. It was shown that the occasional and voluntary attempts of Christians and philanthropists, to circulate in popular form the dicta of science, among the masses, and to give such instruction to children in bands of hope, temperance schools, and Sabbath schools, did not wholly cultivate the field of effort. All the people could not be reached or would not read; all the children would not come at call.

Many common school teachers improved their rich opportunities, and gave occasional teaching in this branch of study; but those most willing to teach it were in localities where, because of parental instruction, this common school teaching was least needed; at the best it was often crowded out by the work regularly required by school boards and superintendents.

The "required branches," very properly, must be taught first, the teacher's option might be considered later on.

Thus were originated by conscientious teachers, zealous reformers, and solicitous mothers, plans for putting this study among those required by law to be regularly taught. A history was given of the preliminary work and passage of scientific instruction laws in twenty states, and by the Congress of the United States, with data of the present operation of these laws, and interesting school-room incidents.

The relation of popular education, to popular legislation, was shown. The child of to-day must know what alcohol and tobacco are, and what they will do, if the citizen of to-morrow shall intelligently legislate concerning their manufacture and sale. In the educational systems of the nation, and with those who administer these systems rests very largely the solution of the liquor problem—with the solution of the liquor problem rests the safety of the nation's life, and the fate of republican institutions.

THE NATIONAL COUNCIL OF EDUCATION.

METHODS IN ELEMENTARY SCHOOLS.

Albert G. Royden, A.M., Bridgewater, Mass.:

The elementary school includes the grades preceding the high school. It is an organization for the training of children together, in which each child is affected on all sides of his nature by contact and competition with his fellows. The child is self-active; he must think, feel, and will, either to the upbuilding or degrading of himself. All his powers must be repeatedly drawn forth into right activity to the end that habits of right thinking, feeling, and willing shall be established. This implies the right training of the perceptive faculties, memory, imagination, and the reflective power; the proper control of the appetites, desires, and affections; choice and action in accordance with moral obligation. Education means training for life. The end to be sought in all the work of the elementary school is right mental training and knowledge for every child. By mental training is meant the unfolding of the whole nature, intellect, sensibility, will, and conscience. By knowledge is meant knowledge at first hand which is acquired from the object of thought, not mere information.

The means by which this end is to be accomplished is the trained teacher, supported by wise supervision, teaching every child by means of the course of studies, training him to observe, to think, to speak, to read, to write, to feel, to act, for the highest and whole good of his nature. The child is to be taught. The object or subject upon which the child is working is the only means for exciting right activity and knowledge in the mind.

A book is a record of thoughts. Its value in itself is proportional to the amount of truth which the record represents. Its value to the reader is proportional to his ability to interpret the record, and to use the information, knowledge, or stimulus which he obtains from it. The ability to interpret the record is proportional to the reader's knowledge of the objects which the author describes, and his knowledge of language. Books which are written and used with the view of having the child learn the words of the author and recite them to the teacher have no place in school work. Books which, like the living teacher, lead the child to the true objects of knowledge, are an essential help to good teaching. The greatest error in our elementary schools is the fact that the children are allowed to learn words without ideas.

CLASSIFICATION, EXAMINATION AND PROMOTION.

Supt. H. S. Jones, Ph.D., Erie, Pa.

It is not the purpose of the common school to serve as a sifting machine by which a certain kind of brain can be discovered and retained. It is an institution whose function is to receive and hold as long as possible, children differing more or less widely in race, heredity, surroundings, strength, health, and the faculty of learning.

Classification is economical and healthful, a social and educational stimulus, and encourages true emulation, and is either close or educational.

Close classification is military in spirit; its aim is fusion and uniformity. It tends to make instruction fit itself to the weak of the class on one extreme, or to the strong of the class on the other. Educational classification aims at the progress of the individual. It makes the class an economic convenience, rather than a necessity. In the region of thought and observation, it compels each member to act individually. It demands that the teacher shall study the child as he is in the class, not the typical child. Classification should receive the most careful attention of the supervisory force. It should not be left

to inexperience or to those who have little skill in judging of mental faculty. The size of a class and the number of classes to a teacher, depend on material and location.

Examinations should be subordinate to education, serving merely as a factor in the operations of instruction. They may serve a useful purpose in education, as a stimulus, as a test of class progress, as a corrective of defects in the instruction, to help determine individual promotions in the work of class promotions, and in ascertaining the fitness of a class to graduate from the department that issues a formal diploma. But standing in examination should neither be a crown nor a disgrace. Nothing depressing, exciting, or startling should characterize the exercise. The questions should be based on due preparation and so framed as to assist in education. They should shade from the easy to the difficult, giving full chance to the several degrees of talent in the class. The time allotted to an exercise should not be so limited as to cause a state of hurry. Promotion should not be based on examination alone. The school history of the candidate should also be taken into account.

TECHNICAL EDUCATION FOR GIRLS.

Mr. H. H. James, Omaha, Neb.

Women, like men, must be bread-winners, and while they bring only unskilled labor to the market, they should be trained for some industry, so that they might have a fair chance in the struggle for life. As skilled laborers they would command a better compensation for their services, and this would make them more independent, and raise them above the menial position which they are often compelled to assume. Some professions should be largely filled by women, such as teaching and medicine; also some scientific or learned occupations, such as designing of patterns, draughting, engraving, architectural designing, etc.; certain mechanical occupations, as printing, wood-carving, the manufacture of watches, jewelry, instruments, etc.; and some of the common occupations, as cooking, house-keeping, millinery, dressmaking, etc., which would be elevated and made honorable if girls were trained for a successful pursuit of them. As in existing technical schools for young men, a good academic education should be made a pre-requisite for admission to a school for girls. The special course pursued would be determined by the occupation in view, and much of this training could be secured in schools already established by simply opening their doors to girls and bidding them enter.

WHAT HIGHER INSTITUTIONS ARE REQUIRED FOR THE HIGHER EDUCATION.

President A. L. Chapin, of Beloit, Wis.:

The higher education means that which brings forward men prepared to be leaders of thought, influence, and authority. It begins when a young man enters college, and ends when he goes out from under teachers for his life work. Its direct aims are: Discipline—the training which forms well-balanced minds; expansion of the mind by a comprehensive survey of the wide world of truth; the accumulation of knowledge—the consciousness of some things thoroughly known; the forming of character by a proper blending of moral and intellectual culture.

Its legitimate results, primarily and chiefly, are the perfecting of the individual soul. Society exists for the individual, not the individual for society. More in detail, it prepares broad-minded men to be leaders in great enterprises; bright women to be good wives and others—educators of all grades—lawyers, physicians, clergymen, journalists, wise and capable scholars, artists, authors, investigators, specialists fitted to increase the sum of human knowledge and the means of human happiness. The institutions required to carry on the higher education are the college and the university—two names sadly abused.

The college is peculiar in respect of the persons with whom it deals—young men from 15 to 25; second, as respects the length of time covered by its course of study—four years—not arbitrarily fixed, but settled by experience for "the total cultivation of the man;" third, in the prescribed curriculum of study enforced by daily recitations. Though changed in some details, it is essentially the same in the great departments and their relative properties as a century ago. It is an incidental advantage from the presented curriculum in connection with the full period, that it gives the student opportunity for a voluntary culture of things not included in the regular routine, such as physical development, music, fine art, and literary exercises with fellow students.

The university represents the other department of higher education. The misuse of the term is due in part to the fact that most of our best universities have been much occupied with work which belongs to colleges and academies. It is important if the functions of two institutions are to be united in one establishment, that the line should be distinctly drawn between them in respect of the regiment of students, the standard of scholarship, and the honors awarded.

A university proper should embrace a cluster of institutions or departments for special professional instruction, and original advanced investigation. Here belong, normal schools, strictly such, schools of technology and agriculture, schools of law, medicine, and theology; schools of fine art, and laboratories, and lectureship for the advancement of learning. "The college is a training place for minds yet immature. The university is a teaching place for those already trained. This distinction ought to be carefully maintained."

THE PEDAGOGICAL VALUE OF THE WORKSHOP.

Selim H. Peabody, LL.D., president of the Industrial University of Illinois:

We are to consider the school workshop as designed for instruction, and not for profitable construction or manufacture. The product is to be not work, but workers; the work itself being only a by-product whose utility is to be measured merely in proportion to the service it has rendered in imparting instruction. The question of money-profit is not to be raised. The work done in the shop will be of two kinds; first, outward, visible, upon material substance, as upon the wood or metal manipulated; second, inward, psychological, upon the spiritual nature of the manipulator. In the ordinary or commercial shop the value of the product is determined by the subsequent utilities for which the pieces wrought are found to be adapted. In the school workshop the value of the product is chiefly dependent upon the service it has already rendered during the steps of its construction, in the improvement in some way of the pupil worker.

The effect of shop-training upon the mind of the pupil is a better knowledge of concepts in their physical or concrete phrases. Logically, this knowledge must precede construction; that is the student must have a concept of a plane surface before he can by intelligent purpose produce a plane surface; he must have a fairly adequate concept of a cube before he can cut a cube from any surface, etc. Chronologically, the processes by which these concepts assume relations and exactness, often accompany the processes of manipulation, and the ideas acquire clearness and definition as the work proceeds. The pupil who has filed out a cube from a block of iron, pursuing, step by step its several faces, and bringing them into proper angular and dimensional relations, will probably acquire a very adequate conception of that geometric form. But if we should say that he has thus acquired a concept clearer and more perfect than could be obtained in any other way, we should assert that Newton, Kepler, and DesCartes never had an adequate conception of a cube.

The pupil, feeling for his cube in a state of semi blindness, will doubtless cut several faces of several forms other than that which he finally secures. Later, when he has acquired the skill of an intelligent workman he will be able to locate in the outset the form which he will drive from the rough mass. He sees the finished product nearly as well before he struck a blow, as he did when his work was done. The old Scotchman described in Hugh Miller's "Schoolmasters," cut in three days stone columns which were ordinarily counted six days' work, because he had acquired such an insight as discovered the finished column in the rough block, and he cut fearlessly and confidently down to the surface of that ideal.

It is probable that while the construction is going forward with the concrete, the perfection of the concept may be developed in the thought of the learner, while he simultaneously discovers that the perfecting ideal constantly recedes from him and eludes his grasp.

The work in the shop will aid in forming a large series of concepts of the physical properties of material things, such as of hardness, density, brittleness, etc. That one wood differs from another in texture and hardness; that brass, high and low, and copper and iron, wrought or cast, tempered or annealed, are all different, and the learner in the shop is required to produce a piece of wood which is straight, square, out of "wind," and of prescribed dimensions. He presently finds the piece that satisfies his concepts of the condition, and learns from the tests applied by his instructor, that his piece is deficient in each of the conditions which were imposed; the edges are not straight; the sides and ends are not squared; the faces are not planes, the dimensions are not exact. From this labor and its subsequent tests have come to the learner better concepts of the conditions demanded.

If the instruction is efficient, it will be evident that ideas of accuracy of measurement, precision of adjustment, exactness in every particular, as well of things and parts unseen, as of those which are visible, will be acquired and practiced to a degree which will depend rather on the moral tone which lies in the heart and conscience of the student worker, or is imbibed from his teacher, and fostered by the combined force of precept and example than from anything inherent in the work itself. It was said by an eminent chemist that up to a certain point of accuracy chemistry depended upon science; beyond that, upon honesty. The same is true of all physical manipulators. The hand is more truthful than the tongue.

THE FUNCTIONS OF THE AMERICAN PUBLIC SCHOOL.

Prepared by Prof. W. H. Payne of Ann Arbor,—read by Mr. W. E. Sheldon, of Boston.

As the primal right of the state is that of self-preservation, the education that it may enjoin upon all is that without which good citizenship is impossible. The essential elements of good citizenship are intellectual penetration and breadth sufficient to distinguish between right and wrong, the just and the unjust, truth and error; the knowledge needed for individual guidance as a man, a citizen, a parent and a bread-winner; obedience to civil and moral law; physical soundness, patriotism, industry, economy. All these qualities are implicated in instruction and discipline.

It is not to be presumed that the school is to be held responsible for all that is essential to good citizenship. The co-operating influences of public opinion, the family, the church, the press, the court, etc., are assumed, and the state puts upon the school the duty of supplementing or complementing the work of these other agencies. As intelligence, discipline, and knowledge are the foundation and condition of all the civil virtues, the distinctive function of the public school lies in three lines.

In this country, two circumstances emphasize the need of conserving of the public school as an *officina civium*,

a studio or work-shop of citizens. These circumstances are the fact that with us every citizen is a possible ruler, and the farther fact that through foreign immigration the material of our citizenship is very heterogeneous. The public school is thus charged with a double burden; it must bring a homogeneous citizenship out of heterogeneous material, and must educate the citizen both to obey and to command. Probity, accuracy, and industry are school virtues, the almost necessary results of its organization, instruction and discipline; and when the pupil becomes a citizen these become cardinal, civic virtues. The minimum of instruction that will answer the needs of the state and that should be obligatory, may be stated as follows: Skill in reading sufficient to interpret ordinary written composition; writing that is facile and legible, the ability to speak and write the vernacular with facility and accuracy; some knowledge of American literature, arithmetic sufficient for all ordinary computations; a comprehensive knowledge of general geography; and a minute knowledge of home geography; a good knowledge of American history and of our governmental machinery, and a comprehensive knowledge of general history; the elements of chemistry and physics, and those parts of physiology that discover the art of healthy living; the principles of morality, of economy and of republican government.

KINDERGARTEN AND ELEMENTARY DEPARTMENT.

THE APPLICATION OF FREBEL'S PRINCIPLES TO PRIMARY SCHOOL WORK.

Supt. W. N. Hailman, La Porte, Ind.:

Frebel's great principles are,—First, the religious principle which calls at every step for the preservation of the unity and wholeness of life; second, the ethical principle, which requires that the child at every step be led through the entire process of consciousness, from feeling through thoughts to conduct; third, the *physiopsychical* principle which requires that education respect at every step the spontaneity of growth, leading the child through faith to freedom; which insists on the need of right motives, on the development of creative power, and on the establishment of character as the highest outcome of growth.

The courses of study should be arranged not in a straight line, but in concentric circles, taking the child as a center and gradually expanding on all sides as the child's power increases, affording it a free, full outlook in all the directions of a rich practical life. The child should not grow up in whimsical obedience to its own caprice, but led to free obedience to law. Again, the child should be led to method and system in all it does. Children must be taught to make things for the sake of accuracy and clearness of thought, and to secure the feeling and habit of doing, of working, of creating; here lies, too, the value of the school workshop of later years.

Mr. J. N. Mitchell, of Michigan, opened the discussion, by saying:

The attention paid to the work, the excellence of the exhibitions of kindergarten work, and the preparation on the part of normal schools of this work, are all evidences of the strong hold the system has in our schools. This work has been done at times by public aid, but its success is due more to the enthusiasm of individual teachers. Introducing the methods into primary schools widened the field of kindergarten instruction.

Mr. Bell, of Indiana, asked if there were not times when peremptory authority must be used.

Mr. Hailman replied: "It is easy to say thou shalt and thou shalt not, but it is harder to produce spontaneous motive. I never use corporal punishment now, but when I did use it it was because of ignorance of the child's nature."

THE EXTERNAL NECESSITIES OF THE COMMON SCHOOL.

Miss Ware, of Iowa:

To the average American the financial question is one of vital importance. In business or educational circles the same ought to be true that the public school may attain the standing for which its friends are laboring, it should be placed upon an ample and secure financial basis. That the present revenue is not adequate, a glance at the record of salaries paid teachers will convince the most skeptical. The number of structures in which this work is conducted is about 183,000. These vary in size from the isolated one-room building of the rural districts, to the mass of stone and brick of the city. Some are built to the skies, which is not conducive to the health of the pupils. Instead of discussing the health of our children, why not decide the height of our school-houses? The health of the next generation depends not so much on our discussion of present conditions as upon our wise provisions for the future. We should provide for fresh air, good light, comfortable and suitable furniture in the school-rooms. Many of our school arrangements are laying the foundation of ill-health and wretched maturity.

THE TRUE METHOD OF TEACHING.

Miss Rounds, of New Hampshire:

The only true method of teaching is that which imitates nature, the great teacher. To understand nature's method it is necessary to observe her work in general and in its minutest details. Two principles appear as fundamental to her method: First, she secures the development of the individual through exercise; second, she adapts this exercise to three distinct periods of mental development. During the period of infancy—the intuitive period—the world appears to the child as

made up of little else than material attributes. She gains fundamental ideas through an exercise of the senses and the intuitive faculties. During the period of childhood—the imaginative period—the world appears strange and then beautiful. The child gains a knowledge of facts through exercise of that form of the imagination oftener known as the conceptive faculty. Ideals of truth and beauty are implanted in the mind through exercise of that divine power called the penetrative imagination. During the period of maturity—the logical period—the world is a puzzle, and life a problem. The individual gains a knowledge of cause and effect through experience and the exercise of the logical faculty.

Comparing the work of the average teacher with our ideal, it is evident that the most common errors in teaching are: First, an irrational grading and teaching of subjects, and a failure to exercise the various faculties of the mind with a consequent lack of definite results; second, an incomplete and aimless development of the intuitive faculties, with a consequent lack of the intuitive basis essential to the acquisition of real knowledge, and of material for correct judgment; third, a failure to develop the imaginative with consequent lack of power to form clear ideas of scenes and events beyond the reach of the senses, and to penetrate to real and essential truth; fourth, a failure to develop the judgment with a consequent lack of power to see realities and relations, and to apply and utilize knowledge, which is likely in the end to induce distorted views of life here and hereafter; fifth, a neglect to foster habits of thought and reflection, with a consequent lack of culture. Finally, as a result of such imperfect training there is a failure to secure the harmonious development of the individual.

DEPARTMENT OF HIGHER INSTRUCTION.

THE RELATION BETWEEN THE COLLEGES AND THE LOWER SCHOOL.

Dr. Jerome Allen, of the New York SCHOOL JOURNAL:

The true principles of education and instruction are fundamental. Two of these principles are: That method of instruction is the best that leads the child to investigate for himself. Education in its highest and best sense brings into play and harmonizes actively the whole being, intellectual, moral, and physical. In all good schools the secondary effort is the impartation of knowledge, the primary object is discipline. When the child enters school he is taught to observe, think, and express, afterward he learns from books. Nature is the first teacher of the young mind. When the young man enters college he is taught in the same way, if he is taught properly. The study of books can never supplant the study of nature. Thought comes first from what we take in from the world around us, then from books, containing thoughts that others have taken in from the same world.

The methods of instruction in the higher schools will always affect the methods in use in the lower schools. The imitation faculty is strong in man, and many have no way of doing but by imitating others. They cannot discriminate or generalize to any great extent. If this college professor assigns lessons from the book to be learned as it is written in the book, the college student will do the same in his elementary school. Is the professor strict in marking each recitation and grading each student according to rank, so will the student be in her primary school. It is needless to say teachers ought to be wiser. They are not, and for generations to come they will not be. It proves that college methods should be as nearly perfect as possible for the sake of the weaker brethren in charge of the lower schools.

The studies required in the higher schools affect all the studies in the lower. The Latin and Greek have been thoroughly studied in college, so for generations Latin and Greek have been also studied in the elementary schools. If the boy is to go to college, he must early commence to study what the college requires. What the colleges study the lower schools will also study. When our colleges value the discipline coming from the proper study of chemistry and biology, our lower schools will value it also.

Option in studies in college will lead to more flexibility in the graded and country schools. The question of adaptation to the needs of pupils is one of the most important before the educational world. Until recently all our colleges have required their students to study the same branches at the same time, and to the same extent. This has supposed the same capacity in all for all branches. It made no difference whether the child was slow in some and quick in others, he must be kept back in all until he had mastered the one hardest for him to understand. When our colleges learn to adapt their instruction more completely to the needs of pupils, our lower schools will soon find their way out of the cast-iron system.

CLASSICS IN THE HIGH SCHOOLS.

Prof. N. P. Judson, of the University of Minnesota:

There are two theories concerning the question of classics in the high schools. One is that the high school is designed to fit young people to earn a better living. This theory will cut away from education whatever has no direct bearing to produce greater efficiency in money-getting.

The other main theory is that a high school course should not only seek greater efficiency, but also a farther result—culture. Liberal education does not give deep knowledge. It does lift the veil from the intellectual life. It in reality multiplies the ego. Life becomes manifold, with a boundless richness of thinking and feeling. Schools exist not merely to teach the

young how to get a living; they are also to teach what to do with that living—how to make living sweeter and sounder. The swine theory of life is to have a full trough; the soul theory is, to have a full mind. A man of culture is not merely a scholar, living in an unreal world; he teaches the world in many points. The common man teaches it in but few points. He thinks many thoughts. The common man thinks but few thoughts.

What can the high schools do to sweeten and deepen our lives with culture? Is not that the peculiar province of the college? And is not high school education essentially superficial? Undoubtedly it is superficial, but that signifies little. Between little knowledge and no knowledge, the nineteenth century will hardly choose ignorance.

The great mass of their students never take a college course. And these do get some comprehension of the higher life that I am sure goes far to send some currents of thought and aspiration among the masses. The high schools are also free fitting schools for the colleges; and thus lead many to go to the college which otherwise would never get to them.

So far as adaptation to getting a living is concerned, the true principle is this: the lower the grade of the school the more this object should prevail in the instruction given—and as the grades successively advance, more and more can be done tending to general culture.

Some of the most valuable training that comes from the study of the classics is found in the preparatory schools. The good results of these studies are largely vitiated in the college by the general use of translations—leading to superficial scholarship, slipshod methods of study, and the gradual formation of the habit of dishonesty. This is by no means so general in lower schools. To what extent should the classics be taught in higher schools? They would not be required of all, but should be found in optional courses. Latin should hold the more prominent place, and nearly all should be encouraged to take it.

COLLEGES NORTH VS. COLLEGES SOUTH.

Pres. Julius D. Dreher, of Roanoke College:

A comparison between the colleges of the north and those of the south, shows that most of the college work at the south is done at a great disadvantage so far as the investment of money is considered. This work is done at great personal sacrifice by men devoted to the cause. But in the midst of their discouragements the standard of scholarship is being elevated; more gifts are being made to educational objects; greater interest is manifested in all grades of institutions, and hence the outlook is not without its bright side.

Want of equipments means less work in the natural science and applied mathematics in the southern colleges. Want of endowment means the inability to maintain creditably several elective courses of study, and to offer many elective studies soon in the higher classes. One of the good results of the discussions of the old college curriculum is the greater attention now paid in our schools to English, German, French, natural sciences, history, political economy, and allied studies. We have too small and weak colleges and universities, but they are doing good work on small means, supplemented by the self-sacrificing labors of noble men, devoted to their work from the high motives of patriotism, philanthropy, and religion. All good colleges, large or small, are needed; but there should not be an undue multiplication of the number of institutions called colleges and universities.

Prof. Dennett, of the University of Colorado, believed it possible for the colleges to agree upon minimum requirements. The points upon which colleges cannot agree might be referred to the different departments of the association for discussion. Those who have taught in the far west will appreciate the need of better preparation for college. We do not like the course of Harvard and we in the west cannot afford to follow such a course.

Dr. W. A. Stille, of St. Louis, said he was afraid a very important question was forgotten. The interests of many colleges induce them to attract students for denominational purposes, and on account of denominational interest; this is wrong. It would be well for some of these colleges to die a healthy death. We need a few great universities. The merits of the college should be such as to call students, and it should not be necessary for professors to go out to seek students. The aim of the colleges should not be to develop the practical, but should make men thoughtful and self-contained.

Prof. Robert Craikshank, of the College of Emporia, objected to the statement that a person cannot get as good an education in a small college as in a large one. A young man with a desire to secure an education, and with a professor who can teach him, can get an education anywhere.

Dr. Geo. W. Hoss, of Baker University, Kansas, said it is inevitable that we have a large number of colleges for some time in the future. Two things can be done, a large number can be educated partially, or a small number well. The former method is preferable. The requisites necessary to build a college are men of good sense, who are honest and who are reasonably modest.

Miss Matson, of Topeka, Kansas, agreed with Prof. Hoss in regard to the standing of the smaller colleges. If not for the smaller colleges no women would have crossed the threshold of a college. More sociability and sympathy are needed in small colleges. Horace Mann expressed himself as glad that the number of his students was not so large but that he could have a personal acquaintance with each.

President Thompson, of Otterbein University, Ohio, spoke of the association formed in Ohio by the colleges in order to secure uniformity of requirements for admission and graduation as to amount and quality of work. Seventeen colleges have joined the organization. Insti-

tutions not doing the work required are not admitted to membership or recognized as colleges. The effect has been good, and such a plan would be good in other states.

Prof. E. O. Hovey, principal of the high school, Newark, N. J., desired a committee to take this question of courses into consideration. Colleges have largely determined the work of the preparatory schools. Colleges have different requirements, and thereby the secondary schools are embarrassed.

Dr. Hancock, of Ohio, said that colleges and high schools have been trying to come together. That this has not been done, and it has not been the fault of the high schools. Colleges ought to have a distinctive character. Students go to college to get inspiration, and no college can be an intellectual force without a distinctive character. He believed Harvard was acting wisely for herself. This university showed, in his opinion, an evolution. Other colleges will be evolved, and the circumstances which surround them will determine their character. A large number of colleges will be the means of extending collegiate education.

President Dreher wished it understood that he had no lack of appreciation of the work which had been done by the smaller colleges, but believed that institutions not doing college work should not assume college names or confer college degrees.

THE COLLEGE CURRICULUM.

Dr. William A. Mowry, Boston, Mass. :

By a critical examination of the history of the colleges in America and Great Britain, it is clearly manifest that the principal object of college work is the increase of mental power, the growth of the man, the development of the higher faculties of his nature, the elevation of the human being, the widening of the difference between man and the brute creation; in a word, it is taking a young man and creating in him the power to do, the ability to bring to pass,—it is by a course of culture, by the training of the powers, by this practice of thought, that a young man can say, when a difficult task is presented to him, "I can do it." This is the primary object of the college. In regard to the principles underlying the curriculum, it is plain that the course of study should be such as will best conduce to bring about this result. While on the one hand, information studies should have their proper place, it is clearly evident that the principal studies should be disciplinary. Whatever else should be included in this curriculum, or excluded from it, at least three lines of study are essential: first, the study of the ancient classical languages of Greece and Rome; second, the study of the mathematics; and third, the study of the more disciplinary sciences—for example, physics and chemistry.

The time has passed when he who enters a college is necessarily destined to become a lawyer, doctor, or minister. It is now necessary for a young man to be college-bred, if he intends to be a leader of men in mercantile, manufacturing, agricultural, mechanical, or political life; in a word, the college should educate leaders in business life. There are those who believe that the college should entirely drop out of our system, and that the youth should pass directly from the secondary schools to the universities. I cannot believe, however, that the intelligent people of America will allow our grand system of colleges, which have been planted and liberally endowed in all the states of this union, which have done such a noble work in the generations past, and which to-day are doing more for the development of our country than ever before—to be blotted out of existence for no good reason but merely to satisfy the whim of a certain set of theoretical iconoclasts. History has proven, beyond a question, that they have been of the greatest service in all departments of practical life; that they have contributed largely to the rapid development and elevation of the American people. We believe that American colleges should be fostered; that whether they are endowed by private funds or are state institutions supported by public money, they should be encouraged in every possible way to do their best work. The future will witness a decided advance all along the college line; and during the next century the colleges of America will manifest a rapid growth, a more philosophical method of education, a wider curriculum, and more extended usefulness.

Mr. J. B. Merwin, of St. Louis, said that it might seem a presumption to criticize. He had come 1,000 miles and heard what he had heard twenty-five years ago. There is an important question that the paper does not touch; it gives old traditions and goes back to the old civilizations, and the institutions of to-day drift by and we do not readjust ourselves to them.

President Julius D. Dreher, of Roanoke college, Salem, Va., was pleased with the paper—the courses presented gave ample opportunity to include new theories of study. Harvard gives first place to English in the list of required studies. The study of English is much neglected in the south.

Prof. Boltwood, of Evanston, Ill., high school, said that the point of Mr. Merwin was not well taken, as colleges are working in a new line and giving electives. The gentleman's statement was at least twenty-five years behind the times. Colleges ought to be reasonably conservative and not adopt new theories until they have been examined.

Prof. Ritz, of Cincinnati, said that we are living in a yeast, fermenting age. Old Harvard graduates admit that its work does not so well prepare men for the work of life as it did years ago. We should go prudently and not rashly in changes in courses of study. We need more uniformity on the part of preparatory schools. Better work in the preparatory schools will give better work in the colleges.

Dr. Stelle, of St. Louis, said that it is not the chief thing to develop outward, but inner life. Those who

have developed the outer life do not lift the tone of society. Let us be conservative.

Prof. Weiner, of Kansas City, said that the question of education, and particularly readjustments in courses, attract more and more attention. American education is different from that of any other country. Our culture is founded upon Greek and Roman culture, particularly the Greek.

Dr. George A. Bacon, principal of Syracuse, N. Y., high school, said that a practical point comes up just here. Sometimes we teachers get to talking so enthusiastically that our discussion is only in the air as far as any practical outcome is concerned. The most sensible thing we can do is to right any wrong that we see. The variety in college entrance examinations is a serious obstacle to successful work in secondary schools. Our young American boys will never fail in the practical walks of life. They may fail to attain a proper degree of culture, and therefore the college curriculum should take care to give them culture, they will take care of the practical part themselves.

Dr. Brown, secretary of the council, said the purpose of the paper is to tell us what the college curriculum should be. This is determined by its purpose, and its purpose is development. The commanding purpose of the college is discipline rather than information. The next step is to examine the different studies, to find out what they will do in the direction of discipline. The undisciplined mind may have as much power as the disciplined, but its power is dissipated. We ought to determine the course of study in the college and preparatory schools.

Prof. McBride, of the Iowa State University, took exception to the limiting of studies to three lines of investigation, language, mathematics, and science, principally physics and chemistry. No course should leave out the natural sciences. The student who goes forth without knowledge of methods of natural science is left at sea. He gave an example of an A.B. graduate who disproved certain scientific theories without ever having studied any one of the sciences. Extremists come from narrow courses.

THE NORMAL DEPARTMENT.

DISTINCTIVE PRINCIPLES OF NORMAL SCHOOL WORK.

Prof. Albert G. Boyden, Bridgewater, Mass. :

A sound theory is the guide to successful practice in education as in every other department of human effort. Theory is the knowledge by which practice accomplishes its end. There is no practice without a theory, for every man, to some extent, thinks of what he is doing. The more capable and thoughtful he is, the more fully he reflects upon what he has done; the more carefully he considers what he is to perform. As he proceeds in his practice, and reflects upon his performance, his theory gains distinctness, and becomes the guide of his practice.

The distinctive work of the normal school is to educate teachers according to the normal standard. We may find this standard by a careful study of the body and mind, by which we may discover the laws of our life, and may derive those principles of education which should guide our practice in the education of teachers and children. To educate a child is so to direct and control his activities through childhood and youth as to bring him into that state in which he will make the best use of all his powers. Education means training for life.

The education of the normal school student for this work of educating children, requires that he should have as definite and full knowledge of the human body and mind as possible; that he should be able to discover quickly the peculiarities of each child; he must make a careful study of the art of teaching, that he may know distinctly what it is, and what is required of him, that he may know the means by which he can sustain the attention of his classes throughout all their school work; he must have a thorough knowledge of the course of studies for the elementary and the scientific work, that he may know what studies should be taken and why these should be studied, that he may know the order in which the studies should come, and the relation which they hold to one another; he must carefully analyze each subject and consider the order of dependence of its parts; he must learn how to teach and drill the class in the whole subject.

He must thoroughly examine the subject of school organization; he must carefully study the teacher's moral duties, with reference to the need of moral education; the object of it; what moral education requires for the teacher and the pupil; the principles of government; what motives should be used in governing, and how; the teacher's personal habits; the teacher's spirit. He must study the history of education to learn what has been done, and what men have failed to accomplish. He must acquire such skill in the application of these principles and this knowledge that he can organize and control his own school and educate his pupils. It is the distinctive work of the normal school to secure to its students this knowledge and skill according to the measure of their ability.

The first distinctive principle of normal school work is that the normal school student is to be a teacher, and as far as possible an educator. The second distinctive principle is that the normal school student is to be educated for his work, not merely furnished with the knowledge of subjects and a set of methods. The third is that the method of instruction in the normal school is to serve as a model for its graduates.

A REPORT UPON THE ORGANIZATION, COURSE OF STUDY, AND METHODS OF INSTRUCTION IN THE NORMAL SCHOOLS OF THE UNITED STATES.

Prof. Taylor, president of the Kansas state normal

school :

This report covered the work in the normal schools of thirty states, and gave a comprehensive view of what is being done in them.

There are about 250 normal schools in the United States; two are county, twenty-two city, 106 state, and the rest private schools. Most of the state schools are supported by state appropriations and by fees.

Many of the schools furnish aid to pupils in the way of mileage, cheap boarding, state allowance, etc. The graduates of the Pennsylvania schools who pledge themselves to teach in the state are allowed \$50 each on graduation day. Massachusetts distributes \$4,000 per year to her normal school pupils, which aids them materially in defraying expenses. The Texas normal school is organized somewhat upon the plan of the West Point military academy. Each senator and representative appoints a candidate each year upon competitive examination, and such pupils are boarded and furnished with text-books free.

THE EDUCATIONAL VALUE OF COMMON SCHOOL STUDIES.

Prof. Norton, of the Missouri state normal school, read the report of committee on this subject, prepared by Dr. J. H. Hoose, of Cortland, N. Y. :

The chairman submitted last year a paper on the subject of educational values. That article limited its scope to an investigation of educational values when estimated from the nature of the subjective products—mental conditions and states which rise in the mind of him who pursues the branches in question. The limitations of the investigation excluded all considerations of utilitarian values, hence the historical method of treatment of the theme, and the methods that estimate the practical values of studies are not permitted to be introduced. The scope of treatment followed in the introductory paper read last year and continued in this paper still introductory, is complex in its conception; it examines subjective state, conditions, habits, but excludes rigidly all investigation into the utilitarian values or practical uses of those physical states. Yet the complexity of the theme will yield gradually to him who approves it from the standpoint of the scientist, but not to him who approaches it from the standpoint of economics; e.g., the botanist or scientist studies plants as plants; he describes them from their nature, their habits; the physician, a man of practical affairs, investigates the utilitarian value of plants when applied as remedies to the "ills that flesh is heir to." The botanist, a scientific investigator, describes the value of the wood that is produced by various kinds of trees; the mechanic and the engineer, men of practical life and affairs, estimate the utilitarian values of these several kinds of woods, their powers to resist crushing pressure, sustain weight, to take a polish, to withstand the action of the weather. The botanist says the oak wood is hard and heavy. The mechanic, a man dealing with utilities, says the wood of the oak is valuable in building ships. The chemist, a scientist, examines coal and pronounces it to be carbon, in its nature quite like the diamond; the economist, a man handling utilities, estimates the practical value per ton of coal as an article of fuel, while the lapidary, another man of utilities, estimates the value of the diamond when it is used as an ornament to adorn man in social life. The chemist, a man of science, describes the nature of hydrogen; the warrior, a man of practical affairs, estimates the value of hydrogen to inflate balloons, to carry up into mid-heavens the scouts who shall survey the camps of the enemy. The geologist, a man of science, examines and describes a hill or a mountain; the practical eye of the strategist, a very utilitarian, estimates the value of the elevation for purposes of victorious battle.

Dr. Edward Brooks, of Pennsylvania :

The solution of the problem of educational values is based on a correct conception of education. Education includes two things, *culture* and *knowledge*; hence we must determine value for culture, and value for knowledge or use.

Knowledge is produced by activity of faculty, and when studied gives activity to the same faculty which produced it. Moreover, the possession of knowledge in the mind exerts an influence of refinement and strength on the mind. Culture includes the influence of knowledge both in acquisition and possession.

In order to determine the value of studies for culture, we must know four things: 1. What faculties are to be cultivated; 2. the relative values of these faculties; 3. the studies that give activity to the several faculties; 4. the relative value of these studies in giving culture to the different faculties. Since the primary object of education is the discipline of faculty, the solution of educational values of studies better be left where the results obtained from the standpoint of culture leaves it. Those studies are the best which produce wise men and women, and high moral character.

Principal G. L. Farnham, of the Nebraska state normal school, said: There should be clear-cut distinction between language and the studies which are pursued for their own sakes. I notice that orthography was estimated highly for the training of the perceptive faculty. A large part of the reason why there has been so much trouble in learning spelling is because it has been pursued as a perceptive study. Symbols as letters, figures, maps, etc., should not enter the child's consciousness when he is trying to grasp a thought. All the drill in reading, spelling, and penmanship as such, is drill and evil continually.

Dr. Jerome Allen said that the value of a study depends upon the age of the child pursuing that study. Some teachers make extra efforts to cultivate memory. Memory systems are highly recommended by old authority. Spelling has been entirely banished

from one school with which I am acquainted, yet these scholars are the very best of spellers.

Mr. E. A. Winship, of Boston, referred to a school where the scholars had a wonderful reputation as spellers, and yet never studied spelling. The teacher of this school told me that as she knew the superintendent would bring visitors to her school so that the scholars might show off their spelling, she secretly drilled them in oral spelling every day, but she dared not let the superintendent know it, for as she said, she would then lose her head. He thought that the point to be emphasized in the report was that education had value.

Dr. Geo. P. Brown, of Indiana, said that if he wished to teach arithmetic for example, to a child, he would see what kind of activities and processes are necessary to arouse his perceptions, and be of the most benefit to the child.

DEPARTMENT OF ART EDUCATION.

DRAWING IN SCHOOLS.

Prof. Walter S. Goodnough, Columbus, O.:

One of the questions frequently occurring is "What can we do in drawing in the ungraded country school or in the partially graded village school?" Most teachers of such schools know nothing of the subject. The first requisite, it seems to me, is a good hand-book or manual, giving the needed instruction in the elements, and in the three principal lines of work, construction, representation, and decoration. This should give the teacher full information on the subject, with hints on teaching in various grades and kinds of schools. Such a manual would be equally valuable for the normal school student and others. There might also be made a set of drawing-books, three or four, graded and condensed for such schools. The next step would be to provide for the instruction of these teachers by means of institutes such as are held in many states annually, and continuing from one to six weeks.

The instruction in these institutes is necessarily largely in the form of lectures, but drawing material should be distributed, and the work, as far as possible, should be in the shape of lessons, teachers getting all the practice time will allow. From work in many such institutes, I feel greatly the necessity and demand for such knowledge and information as can be directly applied in the school-room.

I should divide my time somewhat as follows in an

Institute Course.

of five days, two lectures a day of one hour each:

1. "Preliminary remarks on the value of the study." Elementary ideas of form developed by handling objects and forming them of clay; use, preparation and care of clay.
2. "Handling of pencil," for straight and curved lines; sketching, brightening.
3. "Methods of giving lessons," from objects, copy, board, dictation, designing, arranging sticks or tablets, cutting analysis of form.
4. "Construction." Top, front and end views, sections, dimensions; geometric solids used; work freehand.
5. "Construction." Working drawings to scale from geometric or common objects; rule and compass used.
6. "Representation." Measuring in space; drawing objects of two dimensions; elementary principles; circular, cylinder, cone.
7. "Representation." Principles governing straight lined objects: cube, rectangular and triangular prisms, pyramids.
8. "Decoration." Elementary ideas and principles; simple variations; abstract lines and forms used.
9. "Decoration." Conventionalism; natural foliage as material; modes of arrangement.
10. "Resume." Outline of the work of each grade for country, village, and city schools; character of the results to be obtained; care of material.

These lectures or lessons should be very fully illustrated by actual school work, objects and examples, to give us as full knowledge as possible in the limited time at command. In an institute of more than five days, the ground could be more than thoroughly covered and more time allowed for practice. If the same instruction could meet the same teachers in institutes for two or more consecutive years much might be done for the country or village school.

MANUAL TRAINING THROUGH INDUSTRIAL DRAWING.

Prof. Charles F. Carter, of Boston:

All studies have something to do with things; all objects, whether natural or artificial, represent thought put into concrete form, appealing to our regard for use or beauty. Training and knowledge are two important outgrowths of all education. Progress in all departments of human activity rests with ability to exercise independent original thought, otherwise, we would not have to day the printing press, the steam engine, and the remarkable applications of electricity. The present curriculum embraces studies which refer to things, but something is lacking. We want a study which will make exact observers; which will train eye, hand, and mind by causing the closest relation to things. We want a study which will make pupils think; which will give that elementary training widening fields of usefulness, which will lead to the discovery of beauty in nature and art. These advantages come from observing and expressing ideas relating to the form of things; and mainly for these ends manual training and industrial drawing have attracted marked attention.

Existing manual training schools are an outgrowth of the industrial schools of Europe, designed to benefit particular trades. Manual training schools of this country have a broader aim—they desire to fit pupils for every occupation. They show, however, the influence of their origin in being devoted almost entirely to mechanical pursuits. Is this not a too limited basis for schools aiming to give general culture of mind, hand, and eye? The world of things is far broader than laboratories devoted to carpentering, wood-turning, forging and foundry work. All nature invites us to study a great variety of subjects, such as botany, mineralogy, etc. If properly taught, they may be made a means of training observation and expression, thus increasing manual skill. The study of the beautiful should dominate in any educational system. Thoughts of use should be combined with thoughts of beauty. Without ideas of this kind more fully brought out than at present, we cannot develop a high order of national taste, nor a world-wide market for our productions. Drawing is one of the outgrowths of the study of the form of things. There is a growing belief that drawing and some exercises in construction, would be a valuable adjunct to our system of education. The question to determine is the manner and extent to which the constructive feature should be developed. We must connect the work of the kindergarten with that of the special school or high

school by suitable exercises for primary and grammar grades. Efforts outside of the various manual training schools seemed to have tended in one of two important directions; first in the production of "industrial exhibition," and second, in making the construction of objects an outgrowth of the study of drawing. The first class has no educational connection with public school work; it is not related to systematic teaching. The results are not comparable with exercises of the second class in which the work is first planned on paper, and afterward constructed from the drawing.

Beauty is almost invariably an accompaniment of every form. Thoughts of beauty are expressed by various household furnishings, even the most ordinary object being shaped with reference to use and beauty. Every good system of industrial drawing has exercises in invention or design, thus giving exercises calculated to cultivate an appreciation of the beautiful. Manual training schools do not distinctly present this feature; their aim is consequently narrower than industrial drawing. The discovery and application of thought as embodied in things, will answer as a broad foundation for manual training; and the study best adapted to this end is industrial drawing. It gives general training, applicable to a great variety of study and pursuits. Its development is in the direction of usefulness, beauty, and morality. It leads to the observation of things and to their expression by drawing, language, and construction. It stimulates the inventive faculty and cultivates a knowledge of design, giving a training applicable to all boys, to all girls, in preparing them for every sphere of life.

A CLASS EXERCISE AND A DISCUSSION.

Mrs. L. E. E. Pickens gave a class exercise in free-hand perspective as it would be given in an intermediate grade, by the aid of models, three young people of the place volunteering to act as pupils.

In the discussion which followed Mr. Carter expressed gratification that Mrs. Pickens had refrained from telling the pupils, but had led them to find out for themselves. He asked when such work should begin in schools.

Mrs. Pickens said such effects of foreshortening were early observed, and the pupils' ideas were gradually corrected as in the study of language. The pupils are led to observe parts of foreshortening in the second year.

Miss Laughlin, of St. Paul, said, in answer to a question, that object drawing began in the fifth year.

Miss Locke, of St. Paul, said the same line of work just exhibited had been taught in some schools with success in the latter part of the fourth school year.

President Goodnough thought it well to bring out classroom methods in regard to the use of models, grouping arrangement, etc.

Miss Locke said that cylindrical form presents the same appearance to all parts of a room, and hence it is easiest to begin with such. Begin by use of a wire cylinder of large model, held first vertically so that all can see it. All who can work at the blackboard should do so—the teacher drawing out the ideas of the child, with no copy at all before the pupil save the object.

President Goodnough asked Mr. Carter whether he had children draw groups chiefly from objects or from description. Mr. Carter said he used both methods, and that each had valuable features of its own.

Miss Laughlin said another way was for each pupil to have on his desk the paper model which he had made, and prove by his use of it that what he had been taught or had seen as true in the large model was true of his also.

Mr. Aborn, of Cleveland, was called on, and said that he would be glad to explain a method of model drawing, but did not consider himself competent to formulate one. Ten years he should have felt competent.

Mr. Aborn spoke on the use of drawing as an auxiliary language. He believed strongly in this use. He had little or no sympathy with painstaking map-drawing, for example. Drawing is the natural language for such description, and the effort to describe a river by a drawing on a slate is valuable, even if the actual drawing is poor. In the use of drawing as a means to another end, the beauty of the thing described is of little importance, but in drawing for its own sake it is.

Mr. J. D. Wilson, of Syracuse, explained the exhibit of drawing as related to other duties. He valued drawing very highly as a means of detecting error in a child's conception when oral description could not do it. He illustrated by the drawing which a child had made to describe a plateau. The verbal definition was correct but the drawing showed that the child did not know what the words meant.

Miss Locke said drawing was not all of a child's education, only one of many means to a common end. In order to know what to expect in drawing from a child between 7 and 14 years, we must consider what they accomplish in other studies. We must require no more in form than in language and number. Each of these subjects is at the same time a principal and subordinate. As a principal it is made a specialty and drilled for. As a subordinate it is used as an auxiliary to other ends. So it must be with drawing. It must be at the same time a principal and a subordinate. She referred to the remark in Mr. Carter's paper that the esthetic was overlooked in manual training. Industrial art education in the public schools must, therefore, not neglect it. The experience in St. Louis was that children in the fourth and fifth grades could be taught to draw leaves from nature with an artistic touch. This is also true of Chicago, St. Paul, Worcester, Columbus, and all other places where rational courses were pursued.

DEPARTMENT OF INDUSTRIAL EDUCATION.

THE CO-ORDINATION OF SHOP-WORK, AND DRAWING IN MANUAL TRAINING

Principal Albert G. Boyden, of the state normal school, Bridgewater, Mass.:

Training of the mind to use the hand with the other senses in the study of objects, in experimenting, observing, recording, in writing, drawing, modeling, and painting, in making the simple apparatus necessary for illustration and experiments, and the use of knowledge, is the kind of manual training which is necessary, practicable, and profitable in the public schools. Efforts outside the training schools are in one of two directions; first, in the production of industrial exhibits, and second, in making the construction of objects an outgrowth of the study of drawing. In the first class of the work there is no connection with the public school work. It is in no way related to systematic teaching. The chief aim is simply to get the pupil to make something. Such efforts do more or less good in the

way of drawing. But are they comparable with the exercises of the second in which the work is first planned on paper as a part of the regular instruction in drawing, and then constructed from the drawing? The efforts of the pupils are under the guidance of the teacher, and the results are more truly the exponents of systematic, profitable thought. It is absolutely necessary that the work done should be the student's own, otherwise the tendency will be toward dishonesty. We must bear in mind that the careful and accurate expression, either by language, drawing or construction, will result in acquiring ideas of truth which will show themselves not only in things but in actions. It has been hinted that beauty is almost invariably an accompaniment of every object; every article of furniture, every building, every plant; every rock, all bringing beauty to our attention. These manifestations of beauty tend towards refinement and morality. To omit such important elements in our general study, of form with reference to training hand, eye, and mind, is to commit a grave error. The discovery and application of thought as embodied in things will answer as a broader foundation for manual training. And the study best adapted to this end is what is popularly known as industrial drawing.

MANUAL EDUCATION FROM THE OTHER SIDE.

Dr. George F. Magoun, president of Iowa College:

The new artisan and artistic vocations require real education as the old learned and literary professions. Training for entirely different ends cannot all be of the same kind throughout. One of the masters of manual training said: "We must put the whole boy to school." He who cannot accept this may be in his own groove, a practicable educator, but cannot be a philosophical one. Quite as clearly different modes of intellectual drill are best for their own special ends. How much manual training can do intellectually is not yet to be said.

How high and deep and broad is education; how wide-armed a calling is ours, gathering in from every side materials for its uses, going the grand round of human endeavor to select what it will enrich and bless, making all interests of society in some measure its debtors, all achievements of intellect and character in some sense its outcome, never adequately rewarded, for it never can be; never appreciated in any fair degree till we are done with it, never realizing its own elastic ideal, but by what it makes of man giving him his first dim vision of what he yet may be, setting his face rightly toward his present, which is framed here in the material, and toward his future, which leaves it behind for the greater glory of the spiritual, human, and divine; its narrow scope of to-day give us little conception of its breadth, depth, and height in the tomorrow of history, as the coming ages and the garnered civilizations shall unite to make the true teacher worthy of his great name.

The discussion of the paper was led by Prof. Z. Richards, who heartily endorsed it, and said: The scholar will be the better student for having the manual training, and the laborer will do better work by having a good education. We must combine the intellectual and manual and industrial and financial.

Prof. White said he was impressed with the spirit of the paper, but he could not agree with its propositions. All the manufacturing in wood and iron necessary can be made by three per cent. of the laboring classes, and if the schools are turned into workshops there will be an over-production of laborers and consequently a cheapening of labor until skilled labor will be worth less than unskilled. Besides nine-tenths of the boys taught in the manual training schools would never use the tools after they left school.

Professor Stelle said we were cultivating the outward man to too great an extent, he feared. The most important part of culture is the inner life.

Mr. Magoun said, in reply to Professor White, that he thought his ideas fallacious. If, as he stated, so large a proportion did not use the tools after leaving school, how could there be an over-production of laborers in that line? It is true the lines along which we are to teach are not well defined, but that is no objection to the system. Teach the boys to do the common things and they will take care of the rest.

Professor Walters gave the history and referred to the satisfactory results of normal training in Switzerland, and contrasted the methods of Tausenue and Zurich, beginning on opposite plans and coming in later years nearly upon the same footing as to methods and extent of instruction.

Prof. H. W. Council, principal of the Normal Industrial School, Huntsville, Ala., gave his experience in the colored industrial school of his city, in a very happy manner. He showed that his people were interested in this work in a very practical way. They were building their own school-houses and furnishing them with apparatus of their own making.

Joseph Clark, of New Jersey, said that this discussion seems to be as soaring after the infinite as reaching after the unattainable. It is admitted that something needs to be done, but because the definite value of the successive steps is not clearly perceived, its physical value or its pedagogical effect not clearly seen, we seem to be afraid of doing anything. Our children in the cities are handicapped from the beginning. Their view is limited by high brick walls and narrow streets, their whole mind is cramped and their perceptive powers are dwarfed, while the child of country birth looks out from the beginning upon the broad fields and a distant horizon, and the mind and perceptive powers are broadened and strengthened. Our children in the city need the power which is to be gained by giving the hand a co-operative power with the eye. We need an opportunity to fill the gap which now exists.

DEPARTMENT OF MUSIC EDUCATION.

MUSIC IN THE PUBLIC HIGH SCHOOL.

Prof. O. S. Westcott, Chicago, Ill.:

A teacher of music in the high school should be a lover of the art, not be a mere mechanic, able to execute difficult passages, a vocal gymnast, so to speak, but he must have sensibilities affected by music, and be appreciative of results, as well as mentally appreciative of methods. And yet he must have a self-control which will prevent an undue exaltation away from the matter in hand. The reception and execution of musical thought involve organs physical as well as faculties intellectual. The former must be controlled, and until the instruction in that direction is well advanced it is useless for a teacher to be striving for what he calls effects. The drudgery must be first done that the finished work may be at all satisfactory. It may be said that in this and similar cases there is too much musical sympathy, too much musical knowledge even, with too little genius for instruction. Good instruction in music and in reading should deal with

tutions not doing the work required are not admitted to membership or recognized as colleges. The effect has been good, and such a plan would be good in other states.

Prof. E. O. Hovey, principal of the high school, Newark, N. J., desired a committee to take this question of courses into consideration. Colleges have largely determined the work of the preparatory schools. Colleges have different requirements, and thereby the secondary schools are embarrassed.

Dr. Hancock, of Ohio, said that colleges and high schools have been trying to come together. That this has not been done, and it has not been the fault of the high schools. Colleges ought to have a distinctive character. Students go to college to get inspiration, and no college can be an intellectual force without a distinctive character. He believed Harvard was acting wisely for herself. This university showed, in his opinion, an evolution. Other colleges will be evolved, and the circumstances which surround them will determine their character. A large number of colleges will be the means of extending collegiate education.

President Dreher wished it understood that he had no lack of appreciation of the work which had been done by the smaller colleges, but believed that institutions not doing college work should not assume college names or confer college degrees.

THE COLLEGE CURRICULUM.

Dr. William A. Mowry, Boston, Mass. :

By a critical examination of the history of the colleges in America and Great Britain, it is clearly manifest that the principal object of college work is the increase of mental power, the growth of the man, the development of the higher faculties of his nature, the elevation of the human being, the widening of the difference between man and the brute creation; in a word, it is taking a young man and creating in him the power to do, the ability to bring to pass,—it is by a course of culture, by the training of the powers, by this practice of thought, that a young man can say, when a difficult task is presented to him, "I can do it." This is the primary object of the college. In regard to the principles underlying the curriculum, it is plain that the course of study should be such as will best conduce to bring about this result. While on the one hand, information studies should have their proper place, it is clearly evident that the principal studies should be disciplinary. Whatever else should be included in this curriculum, or excluded from it, at least three lines of study are essential: first, the study of the ancient classical languages of Greece and Rome; second, the study of the mathematics; and third, the study of the more disciplinary sciences—for example, physics and chemistry.

The time has passed when he who enters a college is necessarily destined to become a lawyer, doctor, or minister. It is now necessary for a young man to be college-bred, if he intends to be a leader of men in mercantile, manufacturing, agricultural, mechanical, or political life; in a word, the college should educate leaders in business life. There are those who believe that at the college should entirely drop out of our system, and that the youth should pass directly from the secondary schools to the universities. I cannot believe, however, that the intelligent people of America will allow our grand system of colleges, which have been planted and liberally endowed in all the states of this union, which have done such a noble work in the generations past, and which to-day are doing more for the development of our country than ever before—to be blotted out of existence for no good reason but merely to satisfy the whim of a certain set of theoretical iconoclasts. History has proven, beyond a question, that they have been of the greatest service in all departments of practical life; that they have contributed largely to the rapid development and elevation of the American people. We believe that American colleges should be fostered; that whether they are endowed by private funds or are state institutions supported by public money, they should be encouraged in every possible way to do their best work. The future will witness a decided advance all along the college line; and during the next century the colleges of America will manifest a rapid growth, a more philosophical method of education, a wider curriculum, and more extended usefulness.

Mr. J. B. Merwin, of St. Louis, said that it might seem a presumption to criticize. He had come 1,000 miles and heard what he had heard twenty-five years ago. There is an important question that the paper does not touch; it gives old traditions and goes back to the old civilizations, and the institutions of to-day drift by and we do not readjust ourselves to them.

President Julius D. Dreher, of Roanoke college, Salem, Va., was pleased with the paper—the courses presented gave ample opportunity to include new theories of study. Harvard gives first place to English in the list of required studies. The study of English is much neglected in the south.

Prof. Boltwood, of Evanston, Ill., high school, said that the point of Mr. Merwin was not well taken, as colleges are working in a new line and giving electives. The gentleman's statement was at least twenty-five years behind the times. Colleges ought to be reasonably conservative and not adopt new theories until they have been examined.

Prof. Ritz, of Cincinnati, said that we are living in a yeast, fermenting age. Old Harvard graduates admit that its work does not so well prepare men for the work of life as it did years ago. We should go prudently and not rashly in changes in courses of study. We need more uniformity on the part of preparatory schools. Better work in the preparatory schools will give better work in the colleges.

Dr. Stelle, of St. Louis, said that it is not the chief thing to develop outward, but inner life. Those who

have developed the outer life do not lift the tone of society. Let us be conservative.

Prof. Weiner, of Kansas City, said that the question of education, and particularly readjustments in courses, attract more and more attention. American education is different from that of any other country. Our culture is founded upon Greek and Roman culture, particularly the Greek.

Dr. George A. Bacon, principal of Syracuse, N. Y., high school, said that a practical point comes up just here. Sometimes we teachers get to talking so enthusiastically that our discussion is only in the air as far as any practical outcome is concerned. The most sensible thing we can do is to right any wrong that we see. The variety in college entrance examinations is a serious obstacle to successful work in secondary schools. Our young American boys will never fail in the practical walks of life. They may fail to attain a proper degree of culture, and therefore the college curriculum should take care to give them culture, they will take care of the practical part themselves.

Dr. Brown, secretary of the council, said the purpose of the paper is to tell us what the college curriculum should be. This is determined by its purpose, and its purpose is development. The commanding purpose of the college is discipline rather than information. The next step is to examine the different studies, to find out what they will do in the direction of discipline. The undisciplined mind may have as much power as the disciplined, but its power is dissipated. We ought to determine the course of study in the college and preparatory schools.

Prof. McBride, of the Iowa State University, took exception to the limiting of studies to three lines of investigation, language, mathematics, and science, principally physics and chemistry. No course should leave out the natural sciences. The student who goes forth without knowledge of methods of natural science is left at sea. He gave an example of an A.B. graduate who disproved certain scientific theories without ever having studied any one of the sciences. Extremists come from narrow courses.

THE NORMAL DEPARTMENT.

DISTINCTIVE PRINCIPLES OF NORMAL SCHOOL WORK.

Prof. Albert G. Boyden, Bridgewater, Mass. :

A sound theory is the guide to successful practice in education as in every other department of human effort. Theory is the knowledge by which practice accomplishes its end. There is no practice without a theory, for every man, to some extent, thinks of what he is doing. The more capable and thoughtful he is, the more fully he reflects upon what he has done; the more carefully he considers what he is to perform. As he proceeds in his practice, and reflects upon his performance, his theory gains distinctness, and becomes the guide of his practice.

The distinctive work of the normal school is to educate teachers according to the normal standard. We may find this standard by a careful study of the body and mind, by which we may discover the laws of our life, and may derive those principles of education which should guide our practice in the education of teachers and children. To educate a child is so to direct and control his activities through childhood and youth as to bring him into that state in which he will make the best use of all his powers. Education means training for life.

The education of the normal school student for this work of educating children, requires that he should have as definite and full knowledge of the human body and mind as possible; that he should be able to discover quickly the peculiarities of each child; he must make a careful study of the art of teaching, that he may know distinctly what it is, and what is required of him, that he may know the means by which he can sustain the attention of his classes throughout all their school work; he must have a thorough knowledge of the course of studies for the elementary and the scientific work, that he may know what studies should be taken and why these should be studied, that he may know the order in which the studies should come, and the relation which they hold to one another; he must carefully analyze each subject and consider the order of dependence of its parts; he must learn how to teach and drill the class in the whole subject.

He must thoroughly examine the subject of school organization; he must carefully study the teacher's moral duties, with reference to the need of moral education; the object of it; what moral education requires for the teacher and the pupil; the principles of government; what motives should be used in governing, and how; the teacher's personal habits; the teacher's spirit. He must study the history of education to learn what has been done, and what men have failed to accomplish. He must acquire such skill in the application of these principles and this knowledge that he can organize and control his own school and educate his pupils. It is the distinctive work of the normal school to secure to its students this knowledge and skill according to the measure of their ability.

The first distinctive principle of normal school work is that the normal school student is to be a teacher, and as far as possible an educator. The second distinctive principle is that the normal school student is to be educated for his work, not merely furnished with the knowledge of subjects and a set of methods. The third is that the method of instruction in the normal school is to serve as a model for its graduates.

A REPORT UPON THE ORGANIZATION, COURSE OF STUDY, AND METHODS OF INSTRUCTION IN THE NORMAL SCHOOLS OF THE UNITED STATES.

Prof. Taylor, president of the Kansas state normal

school :

This report covered the work in the normal schools of thirty states, and gave a comprehensive view of what is being done in them.

There are about 250 normal schools in the United States; two are county, twenty-two city, 106 state, and the rest private schools. Most of the state schools are supported by state appropriations and by fees.

Many of the schools furnish aid to pupils in the way of mileage, cheap boarding, state allowance, etc. The graduates of the Pennsylvania schools who pledge themselves to teach in the state are allowed \$50 each on graduation day. Massachusetts distributes \$4,000 per year to her normal school pupils, which aids them materially in defraying expenses. The Texas normal school is organized somewhat upon the plan of the West Point military academy. Each senator and representative appoints a candidate each year upon competitive examination, and such pupils are boarded and furnished with text-books free.

THE EDUCATIONAL VALUE OF COMMON SCHOOL STUDIES.

Prof. Norton, of the Missouri state normal school, read the report of committee on this subject, prepared by Dr. J. H. Hoose, of Cortland, N. Y. :

The chairman submitted last year a paper on the subject of educational values. That article limited its scope to an investigation of educational values when estimated from the nature of the subjective products—mental conditions and states which rise in the mind of him who pursues the branches in question. The limitations of the investigation excludes all considerations of utilitarian values, hence the historical method of treatment of the theme, and the methods that estimate the practical values of studies are not permitted to be introduced. The scope of treatment followed in the introductory paper read last year and continued in this paper still introductory, is complex in its conception; it examines subjective state, conditions, habits, but excludes rigidly all investigation into the utilitarian values or practical uses of those physical states. Yet the complexity of the theme will yield gradually to him who approves it from the standpoint of the scientist, but not to him who approaches it from the standpoint of economics; e.g., the botanist or scientist studies plants as plants; he describes them from their nature, their habits; the physician, a man of practical affairs, investigates the utilitarian value of plants when applied as remedies to the "ills that flesh is heir to." The botanist, a scientific investigator, describes the value of the wood that is produced by various kinds of trees; the mechanic and the engineer, men of practical life and affairs, estimate the utilitarian values of these several kinds of woods, their powers to resist crushing pressure, sustain weight, to take a polish, to withstand the action of the weather. The botanist says the oak wood is hard and heavy. The mechanic, a man dealing with utilities, says the wood of the oak is valuable in building ships. The chemist, a scientist, examines coal and pronounces it to be carbon, in its nature quite like the diamond; the economist, a man handling utilities, estimates the practical value per ton of coal as an article of fuel, while the lapidary, another man of utilities, estimates the value of the diamond when it is used as an ornament to adorn man in social life. The chemist, a man of science, describes the nature of hydrogen; the warrior, a man of practical affairs, estimates the value of hydrogen to inflate balloons, to carry up into mid-heavens the scouts who shall survey the camps of the enemy. The geologist, a man of science, examines and describes a hill or a mountain; the practical eye of the strategist, a very utilitarian, estimates the value of the elevation for purposes of victorious battle.

Dr. Edward Brooks, of Pennsylvania :

The solution of the problem of educational values is based on a correct conception of education. Education includes two things, culture and knowledge; hence we must determine value for culture, and value for knowledge or use.

Knowledge is produced by activity of faculty, and when studied gives activity to the same faculty which produced it. Moreover, the possession of knowledge in the mind exerts an influence of refinement and strength on the mind. Culture includes the influence of knowledge both in acquisition and possession.

In order to determine the value of studies for culture, we must know four things: 1. What faculties are to be cultivated; 2. the relative values of these faculties; 3. the studies that give activity to the several faculties; 4. the relative value of these studies in giving culture to the different faculties. Since the primary object of education is the discipline of faculty, the solution of educational values of studies better be left where the results obtained from the standpoint of culture leaves it. Those studies are the best which produce wise men and women, and high moral character.

Principal G. L. Farnham, of the Nebraska state normal school, said: There should be clear-cut distinction between language and the studies which are pursued for their own sakes. I notice that orthography was estimated highly for the training of the perceptive faculty. A large part of the reason why there has been so much trouble in learning spelling is because it has been pursued as a perceptive study. Symbols as letters, figures, maps, etc., should not enter the child's consciousness when he is trying to grasp a thought. All the drill in reading, spelling, and penmanship as such, is drill and evil continually.

Dr. Jerome Allen said that the value of a study depends upon the age of the child pursuing that study. Some teachers make extra efforts to cultivate memory. Memory systems are highly recommended by old authority. Spelling has been entirely banished

from one school with which I am acquainted, yet these scholars are the very best of spellers.

Mr. E. A. Winship, of Boston, referred to a school where the scholars had a wonderful reputation as spellers, and yet never studied spelling. The teacher of this school told me that as she knew the superintendent would bring visitors to her school so that the scholars might show off their spelling, she secretly drilled them in oral spelling every day, but she dared not let the superintendent know it, for as she said, she would then lose her head. He thought that the point to be emphasized in the report was that education had value.

Dr. Geo. P. Brown, of Indiana, said that if he wished to teach arithmetic for example, to a child, he would see what kind of activities and processes are necessary to arouse his perceptions, and be of the most benefit to the child.

DEPARTMENT OF ART EDUCATION.

DRAWING IN SCHOOLS.

Prof. Walter S. Goodnough, Columbus, O.:

One of the questions frequently occurring is "What can we do in drawing in the ungraded country school or in the partially graded village school?" Most teachers of such schools know nothing of the subject. The first requisite, it seems to me, is a good hand-book or manual, giving the needed instruction in the elements, and in the three principal lines of work, construction, representation, and decoration. This should give the teacher full information on the subject, with hints on teaching in various grades and kinds of schools. Such a manual would be equally valuable for the normal school student and others. There might also be made a set of drawing books, three or four, graded and condensed for such schools. The next step would be to provide for the instruction of these teachers by means of institutes such as are held in many states annually, and continuing from one to six weeks.

The instruction in these institutes is necessarily largely in the form of lectures, but drawing material should be distributed, and the work, as far as possible, should be in the shape of lessons, teachers getting all the practice time will allow. From work in many such institutes, I feel greatly the necessity and demand for such knowledge and information as can be directly applied in the school-room.

I should divide my time somewhat as follows in an

Institute Course.

of five days, two lectures a day of one hour each:

1. "Preliminary remarks on the value of the study." Elementary ideas of form developed by handling objects and forming them of clay; use, preparation and care of clay.
2. "Handling of pencil," for straight and curved lines; sketching, brightening.
3. "Methods of giving lessons," from objects, copy, board, dictation, designing, arranging sticks or tablets, cutting analysis of form.
4. "Construction." Top, front and end views, sections, dimensions; geometric solids used; work freehand.
5. "Construction." Working drawings to scale from geometric or common objects; rule and compass used.
6. "Representation." Measuring in space; drawing objects of two dimensions; elementary principles; circular, cylinder, cone.
7. "Representation." Principles governing straight lined objects; cube, rectangular and triangular prisms, pyramids.
8. "Representation." Elementary ideas and principles; simple variations; abstract lines and forms used.
9. "Representation." Conventionalism; natural foliage as material; modes of arrangement.
10. "Review." Outline of the work of each grade for country, village, and city schools; character of the results to be obtained; care of material.

These lectures or lessons should be very fully illustrated by actual school work, objects and examples, to give us as full knowledge as possible in the limited time at command. In an institute of more than five days, the ground could be more than thoroughly covered and more time allowed for practice. If the same instruction could meet the same teachers in institutes for two or more consecutive years much might be done for the country or village school.

MANUAL TRAINING THROUGH INDUSTRIAL DRAWING.

Prof. Charles F. Carter, of Boston:

All studies have something to do with things; all objects, whether natural or artificial, represent thought put into concrete form, appealing to our regard for use or beauty. Training and knowledge are two important outgrowths of all education. Progress in all departments of human activity rests with ability to exercise independent original thought, otherwise, we would not have to day the printing press, the steam engine, and the remarkable applications of electricity. The present curriculum embraces studies which refer to things, but something is lacking. We want a study which will make exact observers; which will train eye, hand, and mind by causing the closest relation to things. We want a study which will make pupils think; which will give that elementary training widening fields of usefulness, which will lead to the discovery of beauty in nature and art. These advantages come from observing and expressing ideas relating to the form of things; and mainly for these ends manual training and industrial drawing have attracted marked attention.

Existing manual training schools are an outgrowth of the industrial schools of Europe, designed to benefit particular trades. Manual training schools of this country have a broader aim—they desire to fit pupils for every occupation. They show, however, the influence of their origin in being devoted almost entirely to mechanical pursuits. Is this not a too limited basis for schools aiming to give general culture of mind, hand, and eye? The world of things is far broader than laboratories devoted to carpentering, wood-turning, forging and foundry work. All nature invites us to study a great variety of subjects, such as botany, mineralogy, etc. If properly taught, they may be made a means of training observation and expression, thus increasing manual skill. The study of the beautiful should dominate in any educational system. Thoughts of use should be combined with thoughts of beauty. Without ideas of this kind more fully brought out than at present, we cannot develop a high order of national taste, nor a world-wide market for our productions. Drawing is one of the outgrowths of the study of the form of things. There is a growing belief that drawing and some exercises in construction, would be a valuable adjunct to our system of education. The question to determine is the manner and extent to which the constructive feature should be developed. We must connect the work of the kindergarten with that of the special school or high

school by suitable exercises for primary and grammar grades. Efforts outside of the various manual training schools seemed to have tended in one of two important directions; first in the production of "industrial exhibition," and second, in making the construction of objects an outgrowth of the study of drawing. The first class has no educational connection with public school work; it is not related to systematic teaching. The results are not comparable with exercises of the second class in which the work is first planned on paper, and afterward constructed from the drawing.

Beauty is almost invariably an accompaniment of every form. Thoughts of beauty are expressed by various household furnishings, even the most ordinary object being shaped with reference to use and beauty. Every good system of industrial drawing has exercises in invention or design, thus giving exercises calculated to cultivate an appreciation of the beautiful. Manual training schools do not distinctly present this feature; their aim is consequently narrower than industrial drawing. The discovery and application of thought as embodied in things, will answer as a broad foundation for manual training; and the study best adapted to this end is industrial drawing. It gives general training, applicable to a great variety of study and pursuits. Its development is in the direction of usefulness, beauty, and morality. It leads to the observation of things and to their expression by drawing, language, and construction. It stimulates the inventive faculty and cultivates a knowledge of design, giving a training applicable to all boys, to all girls, in preparing them for every sphere of life.

A CLASS EXERCISE AND A DISCUSSION.

Mrs. L. E. E. Pickens gave a class exercise in free-hand perspective as it would be given in an intermediate grade, by the aid of models, three young people of the place volunteering to act as pupils.

In the discussion which followed Mr. Carter expressed gratification that Mrs. Pickens had refrained from telling the pupils, but had led them to find out for themselves. He asked when such work should begin in schools.

Mrs. Pickens said such effects of foreshortening were early observed, and the pupils' ideas were gradually corrected as in the study of language. The pupils are led to observe parts of foreshortening in the second year.

Miss Laughlin, of St. Paul, said, in answer to a question, that object drawing began in the fifth year.

Miss Locke, of St. Paul, said the same line of work just exhibited had been taught in some schools with success in the latter part of the fourth school year.

President Goodnough thought it well to bring out classroom methods in regard to the use of models, grouping arrangement, etc.

Miss Locke said that cylindrical form presents the same appearance to all parts of a room, and hence it is easiest to begin with such. Begin by use of a wire cylinder of large model, held first vertically so that all can see it. All who can work at the blackboard should do so—the teacher drawing out the ideas of the child, with no copy at all before the pupil save the object.

President Goodnough asked Mr. Carter whether he had children draw groups chiefly from objects or from description. Mr. Carter said he used both methods, and that each had valuable features of its own.

Miss Laughlin said another way was for each pupil to have on his desk the paper model which he had made, and prove by his use of it that what he had been taught or had seen as true in the large model was true of his also.

Mr. Aborn, of Cleveland, was called on, and said that he would be glad to explain a method of model drawing, but did not consider himself competent to formulate one. Ten years he should have felt competent.

Mr. Aborn spoke on the use of drawing as an auxiliary language. He believed strongly in this use. He had little or no sympathy with painstaking map-drawing, for example. Drawing is the natural language for such description, and the effort to describe a river by a drawing on a slate is valuable, even if the actual drawing is poor. In the use of drawing as a means to another end, the beauty of the thing described is of little importance, but in drawing for its own sake it is.

Mr. J. D. Wilson, of Syracuse, explained the exhibit of drawing as related to other duties. He valued drawing very highly as a means of detecting error in a child's conception when oral description could not do it. He illustrated by the drawing which a child had made to describe a plateau. The verbal definition was correct but the drawing showed that the child did not know what the words meant.

Miss Locke said drawing was not all of a child's education, only one of many means to a common end. In order to know what to expect in drawing from a child between 7 and 14 years, we must consider what they accomplish in other studies. We must require no more in form than in language and number. Each of these subjects is at the same time a principal and subordinate. As a principal it is made a specialty and drilled for. As a subordinate it is used as an auxiliary to other ends. So it must be with drawing. It must be at the same time a principal and a subordinate. She referred to the remark in Mr. Carter's paper that the esthetic was overlooked in manual training. Industrial art education in the public schools must, therefore, not neglect it. The experience in St. Louis was that children in the fourth and fifth grades could be taught to draw leaves from nature with an artistic touch. This is also true of Chicago, St. Paul, Worcester, Columbus, and all other places where rational courses were pursued.

DEPARTMENT OF INDUSTRIAL EDUCATION.

THE CO-ORDINATION OF SHOP-WORK, AND DRAWING IN MANUAL TRAINING

Principal Albert G. Boyden, of the state normal school, Bridgewater, Mass.:

Training of the mind to use the hand with the other senses in the study of objects, in experimenting, observing, recording, in writing, drawing, modeling, and painting, in making the simple apparatus necessary for illustration and experiments, and the use of knowledge, is the kind of manual training which is necessary, practicable, and profitable in the public schools. Efforts outside the training schools are in one of two directions; first, in the production of industrial exhibits, and second, in making the construction of objects an outgrowth of the study of drawing. In the first class of the work there is no connection with the public school work. It is in no way related to systematic teaching. The chief aim is simply to get the pupil to make something. Such efforts do more or less good in the

way of drawing. But are they comparable with the exercises of the second in which the work is first planned on paper as a part of the regular instruction in drawing, and then constructed from the drawing? The efforts of the pupils are under the guidance of the teacher, and the results are more truly the exponents of systematic, profitable thought. It is absolutely necessary that the work done should be the student's own, otherwise the tendency will be toward dishonesty. We must bear in mind that the careful and accurate expression, either by language, drawing or construction, will result in acquiring ideas of truth which will show themselves not only in things but in actions. It has been hinted that beauty is almost invariably an accompaniment of every object; every article of furniture, every building, every plant; every rock, all bringing beauty to our attention. These manifestations of beauty tend towards refinement and morality. To omit such important elements in our general study of form with reference to training hand, eye, and mind, is to commit a grave error. The discovery and application of thought as embodied in things will answer as a broader foundation for manual training. And the study best adapted to this end is what is popularly known as industrial drawing.

MANUAL EDUCATION FROM THE OTHER SIDE.

Dr. George F. Magoun, president of Iowa College:

The new artisan and artistic avocations require real education as the old learned and literary professions. Training for entirely different ends cannot all be of the same kind throughout. One of the masters of manual training said: "We must put the whole boy to school." He who cannot accept this may be in his own groove, a practicable educator, but cannot be a philosophical one. Quite as clearly different modes of intellectual drill are best for their own special ends. How much manual training can do intellectually is not yet to be said.

How high and deep and broad is education; how wide-armed a calling is ours, gathering in from every side materials for its uses, going the grand round of human endowment to select what it will enrich and bless, making all interests of society in some measure its debtors, all achievements of intellect and character in some sense its outcome, never adequately rewarded, for it never can be; never appreciated in any fair degree till we are done with it, never realizing its own elastic ideal, but by what it makes of man giving him his first dim vision of what he yet may be, setting his face rightly toward his present, which is framed here in the material, and toward his future, which leaves it behind for the greater glory of the spiritual, human, and divine; its narrow scope of to-day gives us little conception of its breadth, depth, and height in the tomorrow of history, as the coming ages and the garnered civilizations shall unite to make the true teacher worthy of his great name.

The discussion of the paper was led by Prof. Z. Richards, who heartily endorsed it, and said: The scholar will be the better student for having the manual training, and the laborer will do better work by having a good education. We must combine the intellectual and manual and industrial and financial.

Prof. White said he was impressed with the spirit of the paper, but he could not agree with its propositions. All the manufacturing in wood and iron necessary can be made by three per cent. of the laboring classes, and if the schools are turned into workshops there will be an over-production of laborers and consequently a cheapening of labor until skilled labor will be worth less than unskilled. Besides nine-tenths of the boys taught in the manual training schools would never use the tools after they left school.

Professor Stelle said we were cultivating the outward man to too great an extent, he feared. The most important part of culture is the inner life.

Mr. Magoun said, in reply to Professor White, that he thought his ideas fallacious. If, as he stated, so large a proportion did not use the tools after leaving school, how could there be an over-production of laborers in that line? It is true the lines along which we are to teach are not well defined, but that is no objection to the system. Teach the boys to do the common things and they will take care of the rest.

Professor Walters gave the history and referred to the satisfactory results of normal training in Switzerland, and contrasted the methods of Tausanne and Zurich, beginning on opposite plans and coming in later years nearly upon the same footing as to methods and extent of instruction.

Prof. H. W. Council, principal of the Normal Industrial School, Huntsville, Ala., gave his experience in the colored industrial school of his city, in a very happy manner. He showed that his people were interested in this work in a very practical way. They were building their own school-houses and furnishing them with apparatus of their own making.

Joseph Clark, of New Jersey, said that this discussion seems to be as soaring after the infinite as reaching after the unattainable. It is admitted that something needs to be done, but because the definite value of the successive steps is not clearly perceived, its physical value or its pedagogical effect not clearly seen, we seem to be afraid of doing anything. Our children in the cities are handicapped from the beginning. Their view is limited by high brick walls and narrow streets, their whole mind is cramped and their perceptive powers are dwarfed, while the child of country birth looks out from the beginning upon the broad fields and a distant horizon, and the mind and perceptive powers are broadened and strengthened. Our children in the city need the power which is to be gained by giving the hand a co-operative power with the eye. We need an opportunity to fill the gap which now exists.

DEPARTMENT OF MUSIC EDUCATION.

MUSIC IN THE PUBLIC HIGH SCHOOL.

Prof. O. S. Westcott, Chicago, Ill.:

A teacher of music in the high school should be a lover of the art, not be a mere mechanic, able to execute difficult passages, a vocal gymnast, so to speak, but he must have sensibilities affected by music, and be appreciative of results, as well as mentally appreciative of methods. And yet he must have a self-control which will prevent an undue exaltation away from the matter in hand. The reception and execution of musical thought involve organs physical as well as faculties intellectual. The former must be controlled, and until the instruction in that direction is well advanced it is useless for a teacher to be striving for what he calls effects. The drudgery must be first done that the finished work may be at all satisfactory. It may be said that in this and similar cases there is too much musical sympathy, too much musical knowledge even, with too little genius for instruction. Good instruction in music and in singing should deal with

many minds, just as many times we feel obliged to deal with drunken or with crazy persons. The intended result should not be kept before the learner's mind too constantly. It may even be kept entirely in the background. He must be thoroughly familiar with his native English language. In his speech and in his decisions to his pupils he must be willing to conform to the usage of the best writers and speakers.

The music teacher must be good-natured. One must have studied psychology to little purpose, if he imagines that any ill-natured person can be a good instructor. But the close contact of the music teacher with children makes it more than usually imperative that his attitude toward the class should be that of loving good nature.

Secretary Briggs thought that there were very few points in the paper with which those present would desire to take issue. The gentleman was a high school man, and a musician, and undoubtedly knew what he was talking about. The presumption is that high schools are to be taught by a special music teacher. What, then, will become of the common teachers? She must eventually become a music teacher herself, not a makeshift, but a thorough teacher.

Supt. Gove, of the Denver schools, said we should know how to manage the music work in the high school, since the high school scholars came up from the grades without having any systematic knowledge of music, and also from the country, where there is no instruction in music whatever, only such as the district school teacher can give.

Prof. T. F. Seward, of Brick Church, N. J., said that the problem of music teaching in the high school was a difficult one. A fundamental principle in teaching music has been discovered. That principle is that music is both an art and a language. Again, there is the instrumental side of music. The tones, sol, fa, or language system, is truly a philosophical system of teaching. It is a sort of universal solvent; all minds approach it from a different light, and finally find themselves upon the same plane.

Prof. H. C. Boston, of Boston, thought that the great difficulty had been that the pupils of the high schools had not received a proper drill to fit them to sing the music which was appropriate for them to sing. Success in teaching music in the high schools depends a great deal upon the teacher. There is a short way to the teaching of elementary music. When pupils in the high school are taught to read music at sight during the time they are in the lower grades then the problem will be nearer solution.

WHAT MUSIC TEACHING IN THE PUBLIC SCHOOL SHOULD BE.

Mr. N. C. Stewart, Cleveland, O.:

Music education means, first, the teaching of songs and the correct singing of the same. If children during school life sing regularly and intelligently songs which contain pure sentiments of patriotism, morality, honor, etc., they must imbibe such sentiments, and by constantly feeding upon them as it were, they will of necessity grow in those directions. Hence in this sense music is a powerful moral agent.

Music teaching means the correct training of the voice. It means the teaching of the elements of music and the singing of new music readily at sight; not the power to learn tunes merely, but to sing new music as readily as the newspaper could be read. This will give the individual the power to study the great field of music, and to extract therefrom the benefits which it is the province of music to confer.

WHAT THE AVERAGE TEACHER CAN DO IN MUSICAL INSTRUCTION.

Mrs. Sara C. Dunning, of Malone, N. Y.:

The average teacher can succeed in this work, first, by the help of a systematic series of text-books, supplied either in the form of books and charts, or both. In connection with these a pitch-pipe and simple pendulum or metronome should be provided. Secondly, by carrying on the work with the same care and in accordance with the same principles that she conducts her other recitations. She need not be deterred from undertaking the work through fear of the difficulties of the staff notation, nor need she feel it to be essential to her success in teaching vocal music to familiarize herself with any other system of notation than that furnished by the staff, whose difficulties will vanish the moment she undertakes the work in real earnest. My confidence in the educational and moral value of music, and in the ability of the average teacher to teach it, leads me to believe that the time is not far distant when music shall have its place in all our public schools, and shall be taught by our regular teachers. The effect upon the teachers themselves will be helpful and encouraging.

The intelligent study of music will come as a relief and a recreation to relieve the monotony of the more taxing and irksome school-room duties, and to the average teacher, as well as to her more brilliant and conspicuous brethren and sisters of the great teaching profession will be opened up new opportunities of usefulness, pleasure, and self-cultivation.

Prof. N. C. Stewart, of Cleveland, said that he had seen ladies who could not tell the difference between a tone and a door post, turn out to be excellent teachers. He had yet to note the first instance of a teacher who had failed to become a good music teacher.

Prof. Sprague, of Racine, said that in the schools with which he had been connected, a great deal of attention had been paid to singing by note, and that the success had not been very marked.

THE TONIC SOL-FA NOTATION AS A FACTOR IN MUSICAL EDUCATION.

Mr. T. F. Seward, Brick Church, N. J.:

Music has two distinctive sides, the vocal and the instrumental. On the vocal side it is a simple language, easily comprehended. On the instrumental side it is complicated and difficult. To the voice there is but one scale or alphabet of tones. Musical instruments require the study of twelve different scales. The tonic sol-fa notation expresses or represents the natural side of music, hence it brings the subject within the comprehension of the humblest minds, and is producing a complete revolution in the method of studying it.

The following facts show why the tonic sol-fa notation is necessary to give music to the masses of the people:

By the staff of notation music is buried beneath its symbols very much as numbers were buried under the Roman system of numerical expression. The tonic sol-fa notation releases music from technical bondage and brings it within the comprehension of the human mind exactly as the Arabic figures simplified the study of arithmetic. It is not antagonistic to the staff notation, but prepares the learner for it, just as arithmetic prepares the pupil for algebra. To begin the study of music with the staff is as uneducational as it would be to begin the study of arithmetic through algebraic signs.

As the system is natural and philosophical, it is therefore in the highest degree scientific. Experience proves it to be not only a perfect elementary method, but also a key to the higher mysteries of the art. Hence its warmest friends are not only the elementary teachers, but equally the most advanced theoretical and practical musicians. The important truth expressed in this paragraph is embodied in the following items of testimony that is uniformly given by pupils. (a) "I began to study tonic sol-fa because it is so simple. I continue to study it because it is so scientific." (b) "The longer I studied the staff the more complicated it seemed, and the harder it was to understand it. The longer I study tonic sol-fa the simpler it becomes, and the easier it is to continue the study with a full understanding of every point."

THE EXHIBIT.

One of the most attractive places, during the meeting of the National Association, was the art exhibition. It covered over 2,500 square feet of wall and 500 square feet of table room, and consisted almost entirely of drawing and manual work from primary, grammar, and high school grades of public schools. The only exceptions are Tulane University, New Orleans, which is represented by work from its free evening classes for mechanics and the teachers' training class; and Cook county normal school, Ill.

ST. LOUIS.

The exhibit from district schools included drawing by pupils in third to eighth grades, mounted on sheets; drawing-books from all grades; home exercises and examination papers for admission

to the high school; clay modeling from the first grades; paper cut by free-hand models made at home by pupils from all grades; and modeling in clay by normal students. Nearly all the mounted drawings were directly from objects, beginning with drawing of single objects in two dimensions and advancing gradually to groups of objects in perspective. The working drawings showed the same gradual progression.

The two upper rows of drawings began with drawings from natural leaves, and their conventionalization led up to drawings from small branches, and their conventionalization in bilateral designs. All, except the last two vertical rows, were free-hand. Instrumental drawing was shown in the last two vertical tiers. These were time sketches in clay of common objects, designs from original drawings by the normal students, and copies from plaster casts. All the teaching has been done by the regular teachers under the supervision of Miss Josephine C. Locke.

COLUMBUS, O.

made a large exhibit which was especially noticeable for correctness of form and clear strong finish. The work is from all grades from the lowest primary to the high school; and tracing the course of a pupil through his twelve years of school life it was wonderful to see what he accomplishes in the short space of two hours a week. In the lower grade pupils get their first ideas of form from objects and then shape them in clay. They commence their work in design by arrangement of sticks and surfaces in pleasing forms, and are taught to cut from colored papers all the geometric surfaces that occur in his study, as a means of getting better acquainted with the form, and as a simple way of developing manual or hand work in connection with drawing. The most striking features in this exhibit were the beautiful designs in color, the light and shade from objects and still life in color, the machine drawing from objects and the architectural drawing, including plans, sections, inside and outside details, framing drawings and elevations, all in color, and the designs for tiles, chinaware, wrought-iron work, wall papers, and carpets. Manufacturers and dealers frequently apply for these.

At the New Orleans exposition the drawing from Columbus, O., was conceded to be unsurpassed by anything there; the logical arrangement exciting general admiration and merited praise. These schools still hold their own in the front rank.

The exhibit from the public schools of

NASHUA, N. H.

was one of the most attractive in the hall, and was specially noteworthy as being the result of only eight months' instruction by a special teacher, Miss Alice M. White, who adopted the plan of introducing elementary work in nearly all grades at the outset. She aims first at a study of form from the concrete, and permits no attempt at drawing till the pupil has a distinct idea to express. She uses the Frang system, and the Frang models; both solids and tablets, are used in every stage.

Every pupil in the Nashua schools works in clay and in paper cutting, either furnishing his own scissors or being supplied by the city. The result of these eight months' special instruction is a great interest on the part of pupils and teachers, and a felt stimulus and benefit to all the other studies of the school.

THE ST. PAUL SCHOOLS

exhibited the work of a course in drawing, which extends through eight years in the district schools, and three years in the high school. It consisted of work in form, lessons from the simple geometric solids, models of simple, common objects, a variety of work made with spools, sticks, shoe-pegs, wire and clay balls, paper folding and cutting; casts of leaves made in clay from natural leaves made by second-year pupils, and the same drawn in crayon by high-school pupils. The drawings were equally divided into constructive, representative, and decorative, a portion of each year being devoted to each division. When the subject of construction was finished, each pupil was required to make some object of his own choosing at home, from his own working drawing, as proof of his ability to practically apply the principles taught in the subjects of the drawing books. The made work produced was infinite in its variety, including a complete derrick containing a block representing the corner of the St. Paul ice palace, bedsteads, book cases, chairs, desks, guitars, banjos, sleds, toboggans, a Chinese pagoda, Roman chariot, a sofa, and all manner of tools and implements, from spades and hoes, to a complete hook-and-ladder outfit in perfect working condition. The exhibit was in charge of Miss Ada M. Laughlin, supervisor of drawing in St. Paul, and is the result of four years' instruction.

THE CLEVELAND

exhibit of drawing consisted of twelve frames, on which were tabbed designs and working drawings for houses, tools, and furniture. On one frame was shown leaves from the note books of the pupils in the last year of instruction, the subject matter of the lectures on the history of architecture given to the pupils of that grade in the regular work. Besides the regular work, in copying, designing, constructive drawing, perspective, and history, there was, running through, parallel with these in all the grades, frequent practice in illustration and off-hand drawing from the object on the slate, with a view to developing the observing faculties as well as power, in the use of drawing as a means of communication.

THE CINCINNATI

exhibit was so displayed as to give a perfect conception of the different steps in the gradual advancement from simple forms and principles to the most complex. The system used is calculated to develop not mere copyists and imitators, but power to conceive, originate, and design new forms of beauty of practical utility in the arts. Many of the manufacturers of stained glass, wall paper, etc., in Cincinnati whose work has been gaining notoriety for beauty and originality, obtain their designs from the school children. Miss Sullivan has charge of the work, and is the superintendent of the Cincinnati public schools. Her system of instruction is in exclusive use in Cincinnati, New Orleans, Cleveland, and over five hundred other cities.

TULANE UNIVERSITY, NEW ORLEANS.

showed the results of the work of the free classes in free-hand drawing and design, and of designs with compass, pen, ink, and wire, and representation of simple objects in outline, and the construction of geometrical problems, sketchings and drawings of machines and parts of machinery in which iron is the chief material, furniture and fronts of buildings. The work of the advanced class in free-hand drawing embraces shadows and perspective, and the elements of ornamental design. Much of this work has been done by evening classes of mechanics, and Saturday classes of public school teachers.

THE COOK COUNTY NORMAL SCHOOL.

was represented by a unique collection, mostly in water colors, done by the pupils for the purpose of increasing their powers of observation, and also their knowledge of the various subjects studied. The work of all the branches—natural history, geography, engineering, mensuration, botany, geology, mechanics, geometry, history, and numbers—is accompanied, step by step, by these original illustrations.

Among the collections of industrial work shown, that from the

KANSAS AGRICULTURAL COLLEGE.

Dr. Fairchild, president, was especially interesting. It included plain and ornamental needle-work, lace work, fancy knitting, piecing, patchwork, and dressmaking. The work of the last graduating class made all their own dresses for the occasion. There were specimens of botanical and anatomical preparations from the field and the laboratory; fine wood work from the carpenter's shop; topographical work from the printing department, and a very interesting collection of drawings.

THE EMPORIA STATE NORMAL SCHOOL, KANSAS.

Dr. A. B. Taylor, principal, exhibited a quantity of chemical apparatus, among which was a zinc and copper battery, which will run a week or more, and which cost only 80 cents; a gravity battery, made at a cost of 40 cents; an alcohol lamp, made from an ink bottle and cartridge shell; an electro-magnet, made at a cost of twenty cents; an electrophorus, made at a cost of thirty-five cents; apparatus for generating carbonic acid; a fermentation apparatus; an apparatus for generating hydrogen, made from two common bottles. This work was done under the supervision of Prof. T. H. Dinwiddie. There was also work by the little ones—weights, measures, money, and other school appar-

atus used in the primary departments, specimens of work from the classes in penmanship, and some very beautiful designs.

OTHER EXHIBITS.

There was a fine exhibit of kindergarten work from Laporte, Ind., under the charge of Dr. W. N. Hallman, such as cutting and basting, free-hand weaving, parquetry or paper inlaying, ring-work, paper folding, weaving, interlacing, tablets of wood blocks, and sewing perforating.

Charles H. Vittum, county superintendent of McPherson Co., Kansas, exhibited many cards which show the growth of his schools during the last ten years. There was also an exhibit of the schools of Topeka, all the grades being represented. The walls were adorned with a large photograph of all the school buildings in the city.

The mission school at Five Points, N. Y., also made a very creditable exhibit.

A special exhibit of form and drawing as they are related to other branches of study was brought together by the labors of a special committee, to illustrate a paper read before the art department. It showed conclusively that there is scarcely a study pursued in our schools which may not be very materially aided by form study and drawing.

PERSONALS.

Among the immense number of prominent educators from all parts of the United States were many who have won an enviable reputation. To greet these noble friends of education was worth the entire journey. It is impossible to name all who gave us a cordial hand-grasp during those busy hours of the association. There was George A. Farnham, Prin. normal school, Peru, Neb.; W. H. Council, Huntsville, Ala.; Supt. Jacob Miller, Bureau Co., Ill.; Supt. E. H. Anderson, Ogden, Utah; Prof. H. Y. Kealing, Texas (Col.) Normal School; Supt. F. D. McCluskey, Lincoln, Neb.; Supt. Livingston, Norfolk, Neb.; Dr. Edward Brooks, late principal state normal school at Millersville, Pa.; R. R. Reeder, conductor of Institutes, Lewistown, Ill.; Dr. R. F. Boyd, Industrial College, Nashville, Tenn.; Pres. W. I. Taylor, Lagarto College, Texas; Dr. Hagar, state normal school, Salem, Mass.; Supt. A. Y. Lane, Chicago, Ill. (50 teachers with him in special Pullman); Supt. F. B. Gault, South Pueblo, Col.; Supt. J. B. Hendrick, Tamato, Iowa; J. B. McAfee, Topeka; Aaron Gove, L. S. Cornell, James Baker, Denver; J. S. McClung, Pueblo; Supt. J. W. White, Springfield, O.; W. Easton, La.; Prof. E. E. Shelby, Louisiana state normal school; State Supt. W. W. Jones, Neb.; State Supt. Young, Nev.; Supt. Jos. O'Connor, San Francisco; Prin. O. S. Westcott, Chicago; Leroy D. Brown, O.; J. B. Peaslee, late supt., Cincinnati, O.; E. E. White, now supt. Cincinnati, O.; B. A. Hinsdale, late supt. Cleveland schools; H. S. Jones, Erie, Pa.; Pres. A. L. Chapin, Beloit, Wis.; Prof. J. A. Ordway, New Orleans; Pres. E. C. Hewett, state normal school, Ill.; E. W. Coy, Hughes' High School, Cincinnati; I. W. Andrews, O.; Pres. Robert Allen, normal school, Carbondale, Ill.; W. N. Hallman, Laporte, Ind.; George P. Brown, Chicago; S. H. Peabody, state industrial college, Ill.; I. Hancock, Chillicothe, O.; L. Dunton, Boston; Pres. W. P. Johnson, Tulane University, N. O.; Supt. I. N. Mitchell, Grand Rapids, Mich.; Mrs. J. Ellen Foster, president W. C. Temperance Union; Chas. M. Carter, Mass.; Supt. E. B. Co., Xenia, O.; C. T. Stratton, Springfield, O.; Dr. J. A. Lipincott, W. W. Knowles, Chicago.

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BREATHING EXERCISE.

A. A. Patton's essay on the "Responsibility of Vocal Teachers as Voice Builders," delivered in Tremont Temple, appeals to everyone, from the professional vocalist down to the ordinarily intelligent reader, as truth. Like all truth, it carries with it conviction. There is no display of technical knowledge in the address, but its beauty and convincing power lies in its simplicity.

He makes an apparent digression for a moment, and in this digression are suggestions that should attract the attention of every teacher. It expresses the sentiments of many, and it is with gratitude that they read this appeal from Mr. Patton.

"I wish I could make a direct appeal to the teachers of all the schools of our great country. I would entreat them to introduce into the schools simple breathing exercises. From two to three minutes would be sufficient for the practice. As soon as the children are seated, the presiding teacher says, Attention! At this call every child places his hands on his hips, with elbows out, chest thrown slightly forward, and head erect but easy. At the word, Ready! the teacher counts rhythmically 1, 2, 3, when the children take a deep breath through the nose, with lips closed. Again 1, 2, 3 is counted, during which time the breath is held in. At the word, Out! which immediately follows, the breath is let out suddenly. This exercise should be repeated three times in succession, and for obvious reasons at the end of each recess. The length of time consumed in counting would depend on the respective ages of the children; quick time for little ones, slower time for older children. The duration of the exercises might be protracted later on, and keep pace with the growth of the young lungs, and, of course, the utmost discretion should be exercised in regard to the breathing practice. This would result: firstly, in teaching children that they are the possessors of a very precious organ, called a pair of lungs, and that systematic breathing gymnastics do develop their chests; secondly, they would learn to value fresh-air breathing indoors, and inferentially the subject of ventilation, so woefully neglected, not only in the school-room, but also at home; thirdly, it would establish the vitally important habit of breathing at all times through the nostrils, the neglect of which causes such an untold amount of throat trouble. Last, but not least, can you imagine, my friends, any better preparation for future voice building? If, for the children's sake, you think well of these suggestions, I would implore you, as well as the all-powerful press, to use your joint endeavors toward introducing the above-described lung-gymnastics in all the schools of the United States; you would thus become instrumental in promoting health results whose far-reaching beneficial consequences no man can estimate. Indeed, I consider the breathing question so momentous that were it possible to engage the attention of the whole world for one single week in the study of correct breathing, and consequent lung development, more solid benefit would accrue to humanity than by all the wondrous discoveries of this wonderful nineteenth century.

Would that this could reach every teacher's eye, and be acted upon. It takes but a few moments every morning, say before the reading classes. Throw open the windows, strike the bell, and let the whole room take part. A few words occasionally about the benefit arising from the exercise, a few questions, a little description of the organs exercised, keeps the importance of it impressed on the pupils' minds, and they will shun bad air almost as they would poison. All the benefits that would result have been enumerated in the essay. The exercise, however, might be varied. Some of the exercises that have been gleaned from different sources are these: Erect position, elbows raised, hands on chest, inhale, tap rapidly on the chest; second, arms extended in front, bring slowly back until extended at side, inhaling, then let arms slowly fall, exhaling; raise arms over head, slowly inhaling, then fall, exhaling; inhale, while lungs are full, sing scale to ah up and back, then to oo, then ee; sing the long and the short sound of each vowel to each note. Require rapid exercises in articulation, one after the other, or a couple of verses from some poem requiring a variety of expression. This will take but from three to five minutes each morning, and you will find the voices better prepared for the reading exercises to follow, and you may have the satisfaction of knowing you have conferred one lasting benefit on the pupils' physical frames, if no other, that day.

L. E. BOLDREY.

EDUCATIONAL NOTES.

CONNECTICUT.

The final exercises of the Niantic summer school for teachers were held July 20. A number of interesting lectures have been special features of the plan of instruction, the first, which was given on Tuesday evening, July 13, by Mr. J. A. Graves, of the South School, Hartford, dealing with school government; the second, on the following evening, when Mr. J. D. Bartley, of Bridgeport, reviewed the life and works of Oliver Wendell Holmes, under the title of "A Nineteenth Century Genius;" a third and fourth, on the 15th inst., when Rev. E. B. Sanford, of Westbrook, gave an afternoon talk upon "The Early History of Connecticut," followed in the evening by Supt. N. L. Bishop, of Norwich, who considered the subject of "School Discipline;" while on Friday and Sunday evenings, the 19th and 18th inst., Mr. E. A. Kimball, of Boston, dealt with "Temperance in Its Relation to Physiology," illustrating his remarks by a number of convincing experiments. On Monday afternoon, Mr. Crosby, of Waterbury, gave a very practical lecture upon "Health in the School-room." On Saturday evening, the 17th inst., the teachers were the recipients of a most courteous attention on the part of Rev. John McCook, professor of languages in Trinity College, Hart-

ford, whose finely appointed summer residence stands on a beautiful cliff overlooking the placid waters of Niantic bay; and on the evening in question both house and grounds were lavishly decorated, in compliment to the entire body of visiting teachers, to whom Mr. and Mrs. McCook tendered a reception. A military band of twenty pieces rendered an enjoyable program of concert selections during the evening; while a dainty collation, and a fine display of pyrotechnics added still farther to the pleasure of the occasion. As an instance of genuine hospitality the event is unprecedented in the experiences of the teachers of Connecticut. A striking feature of the school, which has been attended by upwards of five hundred teachers—is the notable fact that it is the first instance of free instruction under state auspices; while each member of the faculty of twenty-five has been a practical teacher, fresh from the duties of the class-room, instead of the regulation lecturer talking theory for the ultimate pecuniary benefit of private individuals. The most noteworthy innovations in instruction have been in the department of science—where nearly all the apparatus was such as an average boy could construct,—in painting, which was taught by Miss Monfort, by a method of copying from objects without outline, and for primary work; in advanced arithmetic, in which Mr. Deper has simplified mensuration by a number of ingenious devices; and in singing, where Mr. Roberts has worked upon the foundation of "Impression before expression," teaching the different keys as modifications of a single major scale, and elucidating the minor mode with great clearness.

GEORGIA.

The Peabody institute will be held in Atlanta, for four weeks, commencing Aug. 2. The corps of instructors and their departments will be as follows:—Morgan J. Goldsmith, Atlanta, penmanship; Mrs. F. C. Mallon, Atlanta, spelling, reading, and physical exercise; George M. Dewa, Columbus, geography; Supt. W. F. Slaton, Atlanta, arithmetic; Supt. W. H. Baker, Savannah, English grammar; Prof. S. C. Caldwell, Rome, algebra and geometry; Horace Bradley, Atlanta, drawing; Dr. C. G. Groff, Pennsylvania, physiology and geology; Prof. John W. Glem, University of Tennessee, physics, botany, and zoology; Hon. Gustavus J. Orr, constitutional and statutory school law.

ILLINOIS.

We know of no case on record better calculated to show what earnest, intelligent enthusiasm will do for a school than in the case of Hon. W. H. King, of Chicago, in his relation to the school of that city, which bears his name. Would that every school had such a man as its guardian; better still, though, would it be if every citizen took a like interest in the schools of our country! In no other way can anyone accomplish as much lasting good for the common people. We want more influential private citizens who realize the fact that "the common schools are the safe-guard of the nation."

IOWA.

The entire board of teachers of the Decorah high school have been re-engaged for next year, and Prof. Bouteille has been re-engaged upon a three years' contract,—a fitting mark of appreciation of good teachers' work.

The members of the Didactic graduating class of the Iowa state normal school, of '84, have passed the following resolution:

Whereas, It has come to our knowledge that Principal J. C. Gilchrist has severed his connection with this institution; and, Whereas, The relations existing between Prof. Gilchrist and our class have always been those of cordiality and harmony, be it Resolved, That we do tender him our best wishes and assure him of our friendship; that we shall with much interest look in to the future, expecting to hear of his success and prosperity in another field of labor.

J. W. SOGARD, C. E. LOCKE, W. H. BENDER, committee.

A summer school for teachers will convene at Charles City, Ia., Aug. 9, for a three weeks' session. Instruction will be given in arithmetic, grammar, physiology, geography, reading, and orthography. The aim is to make the work of the normal institute, which will convene at Charles City, Aug. 30, for a two weeks' session, practical. Prof. Vocum will teach grammar and physiology; Miss Southard, reading, orthography, and geography; Co-Supt. Walker, arithmetic. A tuition of \$2.00 will be charged. This summer school is a new departure in Floyd county.

KANSAS.

The following information is copied from a small four-page card, issued by County Supt. Chas. W. Vittum, McPherson Co. It is a model of its kind, for others to imitate.

County organized, March 1, 1870; school population, 1875, 993; school population, 1885, 6,982; number of school-houses, 1875, 41; number of school-houses, 1885, 115; number of organized districts, 1875, 76; number of organized districts 1885, 114; average salary paid male teachers, 1875, \$35; average salary paid male teachers, 1885, \$44; average salary paid female teachers, 1875, \$30; average salary paid female teachers, 1885, \$39; estimated value of school property, 1875, \$15,000; estimated value of school property, 1885, \$91,372; amount raised by taxation for the support of public schools, 1875, \$8,399.19; amount raised by taxation for the support of public schools, 1885, \$44,908.62; average length of schools, 1885, 6 months. Six graded schools in county—one employing 9 teachers, one 4 teachers, one 3 teachers, and three 2 teachers. Bethany academy, Lindsborg, McPherson county, organized 1881, enrollment 1885, 161; no part of the county but what is accessible to a good school. County normal institute, organized 1876, with one instructor and an enrollment of 35 teachers. In 1885, the ninth session had three instructors, with an enrollment of 128 members. The tenth annual institute convenes at McPherson, July 19, 1896, with four instructors and one musical director. With the assurance of new railroads and the consequent building of new towns and increase of population, there will be in the future a growing demand for professional teachers. The public school system is the pride of Kansas, and nowhere does it meet with more liberal support than in the county of McPherson.

MASSACHUSETTS.

Prof. Holt's normal music school at Lexington is well attended, and giving great satisfaction. An important feature of the school is the efforts made by the managers to secure positions to those who show themselves well qualified to take charge of school music work.

NEW YORK.

The first week of the three weeks' session of the National School of Methods, at Saratoga, has been remarkably successful, both in numbers and in quality of the instruction given. Upwards of one hundred and fifty have already registered for the various departments. They include teachers from the north-western territories to the Gulf of Mexico. The instruction in psychology, with its application to school-room work, has been especially helpful to the teachers. A social on Tuesday evening gave a pleasant opportunity for making acquaintances; and an excursion to Saratoga battle-ground and lake, on Saturday, was another very enjoyable occasion. The program for the second week is as follows: 9 a. m.—Psychology, Mr. Balliet; pedagogics, Prof. Payne. 10 a. m.—Geography, Messrs. Kelly & King; language, Miss Cooper; model school, Miss Thomas; kindergarten, Miss Van Wagonen. 11 a. m.—Arithmetic, Mr. Speer; history, Mr. Parker; model school, Miss Thomas; kindergarten, Miss Van Wagonen. 12 m.—School management, Mr. Cole; music, Mr. Holt. 2:30 p. m.—Writing, Messrs. Shepard & Cooley; drawing, Mr. Perry; pedagogics, Prof. Payne. 4 p. m.—Drawing as an aid, Mr. Perry.

OHIO.

The Medina Co. institute convenes at Medina, Aug. 2-14. Instructors: History and geography, Prof. M. Manley, member state board school examiners, Galton; theory and practice, and reading, Supt. R. H. Kinnison, Wellington; grammar and literature, Supt. Arthur Powell, Wadsworth; arithmetic and orthography, Supt. F. D. Ward, LeRoy. Other competent instructors are expected to be present during the session, and short papers will be read by the leading teachers of the county. Evening lectures, scenic, music, etc., will occur during the meetings of the session.

PENNSYLVANIA.

Through the efforts of R. B. Johnson, the energetic superintendent of Union county, a county teachers' association has been organized, with Prof. Stapleton as president. The association meets quarterly, and the teachers are at present studying Parker's "Talks on Teaching."

SUMMER JAUNTS. The Shohola Glen, on the Erie Railroad, is reached by a ride of four hours through a most picturesque country. The excursion costs but two dollars, and it will repay any one who is fond of wild scenery. The Glen is becoming a popular resort for picnics of all sorts, and is one that can but attract as it becomes better known.

BOOK DEPARTMENT.

NEW BOOKS.

PRACTICAL ELOCUTION, FOR USE IN COLLEGES AND SCHOOLS AND BY PRIVATE STUDENTS. By J. W. Shoemaker, A.M. Philadelphia: Publication Department of the National School of Elocution and Oratory.

This book is characterized, as are all books from these publishers, by an intensely practical bearing. It is more than a mere compendium of interesting selections, and is so arranged as to be of the highest helpfulness to that large class of students directly interested in the subject, from a professional standpoint.

The first part of the book is devoted under three general heads, to "Conversation," "Principles," and "Methods of Instruction." In these divisions are treated the relations of conversation to reading and public address; the philosophy of voice, utterance, development, quality, articulation, and expression with suggestions in regard to gesture and facial expression. The outline of methods for instruction will be found particularly valuable to teachers.

The latter part of the volume contains some excellent selections for practice; and in the choice of these, the editor has shown thoroughly good judgment and discrimination: selecting such pieces as were best calculated not only to please and entertain, but to evenly exercise and develop the powers of the student. Altogether it is a book well worthy the consideration of the reader, whether he design to be teacher or student only, and either amateur or professional.

ECLECTIC LANGUAGE LESSONS. By Mary Elsie Thalheimer. Cincinnati and New York: Van Antwerp, Bragg, & Co.

A work designed for teaching younger pupils the parts of speech and their modifications. This somewhat advanced subject is made attractive and easy by basing all knowledge gained on observation lessons. Objects that the child meets with at home, at school, or on the way to school, are made the subject of conversation and lively narrative, and from these is drawn the lesson in language. The illustrations form a very attractive feature of the work, and cannot but be attractive to the child. They are beautifully executed, and interesting and suggestive in their subject. These are designed as hints and helps to story-writing. The technicalities of grammar are introduced only after the idea has been mastered and abundant exercises have been required. Teachers can use their own discretion in introducing definitions. The work may be used, if desired, only as a basis for a variety of language exercises.

PSYCHOLOGY, THE COGNITIVE POWERS. By James McCosh, D.D., LL.D., Litt. D. New York: Charles Scribner's Sons. \$1.50.

The author makes two divisions of the intellectual powers, viz.: the cognitive and the motive. Only the cognitive powers are treated in this work, under the following heads: simple cognitive, or perceptive; the reproductive, or representative; the comparative, discovering relations. The writer rejects the ideal, the inferential, the phenomenal, and the relative theory, and upholds natural realism, or immediate perception. The simple cognitive comprises two special powers, sense-perception and self-consciousness. The necessary conditions of sense-perceptions are the organs of special sense. The effect of external objects upon these organs, and the manner in which the sensation is conveyed to the brain are briefly and clearly told, and illustrated by diagrams of the different organs. In the second division of the work, under the reproductive powers, are classed the following: the retentive, recalling, associative, reproductive, comparative, symbolic.

Not only mind analysis is treated, but the necessity of educating the faculties. In this respect the work is adapted to modern wants in preparation for teaching. In the chap-

ters on the education of the senses, imagination, reproductive powers, the improvement of the memory, the necessity of cultivating each at home and at school, is urged. Not only the training of the faculties, but also of the moral nature, is impressively and logically taught; especially profitable and interesting in this respect is the instruction given under primary and secondary laws governing the association of ideas.

In the third division, eight relations are ascribed to an object: identity, whole and parts, resemblance, space, time, quantity, active property, cause and effect. Throughout the work we are led by no intricate reasoning to unsatisfactory conclusions. It is a rare success in the bright, attractive way in which such a subject is presented. One forgets he is reading inductive psychology, so clear is the style, and so impressive the ethics.

SHOPPELL'S MODERN HOUSES: No. 3. New York: The Co-Operative Building Plan Association. 72 quarto pp.; paper. \$1.00.

Many excellent features, appreciable by builders and all others interested in building and architecture, are included in this volume of *Modern Houses*. It has as a frontispiece a perspective view of a modern cottage in its proper colors; and besides the miscellaneous notes, the illustrated articles upon a model kitchen and a cistern, and an article on the organization of villa park associations, it contains plans and illustrations, with full descriptions, estimates of cost, etc., of fifty-five new designs for modern residences (cost ranging from \$800 to \$18,000); two new designs for barns, and one for a chapel. There is also an interesting historical article (interesting to architects, builders, and general readers) on "The Habitations of Man in all Ages," by Violet le Duc, translated by Benjamin Bucknall, architect. A supplement is added as an extra charm—an ingeniously drawn and colored sectional view of the frontispiece, printed on heavy card-board, the sections so arranged and colored as, when put together, to show the house complete.

EARTHQUAKES AND OTHER EARTH MOVEMENTS. By John Milne. (International Scientific Series; No. 55.) New York: D. Appleton & Co. \$1.75.

Besides earthquakes, other earth movements are tremors, pulsations, and oscillations; but as many of the phenomena which may be noticed in these are common to earthquakes, their consideration in this volume takes up but comparatively little space. As the author has resided for many years in Japan, where earthquakes are of almost weekly occurrence, a large number of the facts presented are founded upon actual personal experience. The volume contains twenty-one chapters, which are illustrated with thirty-eight figures. After the introduction, in which the author speaks of the relationship of man to nature, and of seismology to the sciences and arts, seismometry is taken up, explaining the nature of earthquake vibrations and describing various seismometers and seismoscopes. After this the author wades right into the *technique* of the subject which the volume treats, and considers earthquake motion as theoretically discussed, as deduced from experiments by falling weights, explosives, etc., as deduced from observation through the feelings, the direction of motion, its velocity and acceleration, and its radiation; and tells of the effect produced on buildings, on land, and on the ocean. He then speaks of the determination of earthquake origin, the depth of an earthquake centrum, the distribution in space and time; earthquakes and barometrical fluctuations, and fluctuations in temperature; the relation of seismic to volcanic phenomena; and, finally, the cause and the prediction of earthquakes. Here the author ends the treatise on earthquakes, taking up about four-fifths of the book in their discussion; then, as before said, the other movements of the earth having phenomena common to earthquakes, are taken up in their order, defining each and pointing out their common phenomena, and also speaking of the observations and experiments made by other scientists.

This is one of the most exhaustive treatises published on the subject, and though it may possess some slight inaccuracies, still it will be found very valuable, and may be regarded as a continuation of Mallet's great work. It is bound in cloth, uniform with the rest of the series.

HOW WE ARE GOVERNED. An Explanation of the Constitution and Government of the United States. For Young People. By Anna Laurens Dawes. Chicago and Boston: The Interstate Publishing Co.

Miss Dawes has followed very closely the order of the constitution in this attempt to explain it in a manner intelligible to young people. Of course, in doing this the interaction of our triple system of government had to be considered, and a repetition of the same subject was often necessary in order to make it thoroughly comprehensive to the student; but this has been avoided as much as possible by sometimes treating matters out of their regular order. Where it was thought best, the author has given the history of many of the constitutional provisions, in order to allay any suspicion of partiality or prejudice. Considering the fact that many of the children in the public schools are of foreign birth or descent, it has been a hard task to present a review of our government in a manner not only intelligible to them but also that they may be brought to understand the underlying principles of our republican institutions and our democratic doctrines. This the author has accomplished in a commendable manner, producing a book which will prove of great value, either as a textbook or for supplementary reading.

THE CHILD'S BOOK OF HEALTH IN EASY LESSONS FOR SCHOOLS. By Albert F. Blaisdell, M.D. Boston: Lee & Shepard. New York: Charles T. Dillingham.

As the author sets forth in his preface, this little book presents the simple facts relating to the body and bodily life. A number of the important truths to which it calls attention are frequently not acquired by many people until late in life, if at all, and these unconsciously suffer through this ignorance.

If introduced into the schools at a proper time, the foundation principles of physiology and hygiene, as set forth in this book, would be so taught as to create a desire for further knowledge of the subject. It is certainly worthy of careful examination.

HASCHISCH. A Novel. By Thorold King. Chicago: A. C. McClurg & Co.

A highly sensational novel, of which the scene is laid chiefly in New York, has been produced by Mr. King, who is generally unknown to literature, but this story will certainly make a place for him in the list of popular authors. The villain, Philip Arnold, commits a murder for the

double purpose of perpetrating a robbery, and of saving the exposure of his previous crimes. The wrong one is found guilty and sentenced to life imprisonment. His betrouthed resolves to vindicate him, and inspires the victim's brother with a determination to discover the real criminal. The scene then changes to Europe, where the person who is supposed to have committed a murder is inveigled into taking the Oriental drug, haschisch, and while under its influence re-enacts in pantomime the crime of which he is suspected. The story is told in a direct, concise, almost legal style, without any unnecessary reflections or wanderings from the subject, and the interest is sustained throughout. The denouement is well worked up to, and is highly dramatic.

UNITY LEAFLETS. Chicago: Charles H. Kerr & Co.

No. 2. *Unity Clubs*, by Mary E. Beals, is a manual of practical suggestions for those interested in the formation or management of "Unity" clubs. It is a pamphlet of 21 pages. Price, 5 cents.

No. 3. *Outlines of a Study of the Poems of Holmes, Bryant, and Whittier*, is a pamphlet of 32 pages, prepared by W. C. Garnet, with the help of members of St. Paul's Unity Club, giving topics, questions, and hints to aid in the home or club study of these poets. Price, 10 cents.

No. 4. *Outline Studies of James Russell Lowell*, is a little pamphlet of 31 pages, prepared by Mrs. Susan B. Beals, and is similar in plan and execution to the preceding. Price, 10 cents.

No. 5. *Ten Great Novels*, is a pamphlet of 23 pages of suggestions for clubs and private reading, including replies from various sources to a circular letter sent out by the leader of the Unity Club of All Soul's Church, of Chicago, asking for an opinion of the ten greatest works of fiction available to English readers. Price, 10 cents.

Seed Thoughts for the Growing Life, selected by Mary E. Burt, is a pamphlet of 63 pages of quotations of an ethical nature, culled from the writings of Robert Browning and others. It is well printed and has a dainty illustrated cover designed by the author. Price, 20 cents.

MODERN GERMAN READER. Part II. By C. A. Buchheim, Phil. Doc., F.C.P. Oxford: At the Clarendon Press. 60 cents.

This work, like its predecessor, will be welcomed as containing fresh material. It is not a compilation from other readers or from the old classical writers, but it is composed of choice extracts from modern German writers. In this work something new and fresh, sparkling with the life of to-day, is offered both teacher and scholar. That it is compiled by a German is an advantage. Not only did he seek novelty in his selections, but that they should illustrate the peculiarities and niceties of the language and the points in which it excels other languages.

In the notes, idiomatic peculiarities, geographical and historical allusions are explained, only such help being given as is necessary to aid the diligent student. Another modern feature of the book is the spelling, which is according to the modern orthography lately sanctioned by the Prussian Ministry of Education. Care has been taken in the arrangement of the extracts so as not to weary by their sameness. The extracts consist of prose, poetry, and a short play, each of which, though only an extract, is a complete sketch in itself.

1,001 QUESTIONS AND ANSWERS ON GEOGRAPHY. By B. A. Hathaway. Lebanon, O.: Published by the Author. 50 cents.

Almost every conceivable question of importance in geography has been included in this book, with the answer. The subject has been divided into ten sections; the introduction containing questions and answers in elementary or preparatory geography; and then North America, South America, Europe, Asia, Africa, and Oceania following respectively. Section VIII. takes up physical geography, and then comes questions in what the author calls mathematical geography, treating of the geography of the heavenly bodies; and lastly miscellaneous questions upon general subjects which have any slight or remote connection with geography.

LITERARY NOTES.

Crabbe's Poems have been added to Cassell's National Library.

On the 16th of June, the Governor of New York signed a bill "to encourage the growth of circulating libraries in the cities of the state."

The assistance given to the library of Wellesley College by Prof. E. N. Horsford, was recognized on June 7, by a library festival in his honor. Prof. Horsford's gifts to the college have aggregated, we believe, about \$250,000.

Messrs. Scribner publish a valuable book for travelers in search of health in "Carlsbad and its Environs," by Mr. John Merrylees.

Miss Rose Cleveland has undertaken the editorship of "Literary Life" at Chicago.

The International Scientific Series has, as its latest volume, a reproduction of Professor Oscar Schmidt's work on the "Mammalia in their Relation to Primeval Times." This work has fifty-one illustrations.

A new idea in memoranda is the "Wherewithal," an ivoryine slate, on which are printed seven questions, to which the answers are to be written, whenever a new idea is noticed. It is issued by the Wherewithal Man'g Co., of Philadelphia.

The *Fountain* will be enlarged somewhat, commencing with the September number, and the subscription price will be raised to \$1.00 a year for ten numbers.

The *Popular Science News*, formerly published as the *Boston Journal of Chemistry*, has been favorably known for twenty years in every state in the Union. Among its subscribers are physicians and other professional men, with chemists, druggists, manufacturers, agriculturists, teachers, and cultivated people generally, who read carefully and discriminatingly. Teachers and pupils interested in science studies, and wishing to keep them up, will find it giving them just the information they need to post them on the constant progress made in science.

Charles Scribner's Sons, New York, will publish an illustrated monthly magazine to be known as *Scribner's Magazine*. The editor of the new magazine will be E. L. Burlingame, son of the late Anson G. Burlingame.

Much of the interesting private correspondence of Noah Webster, the lexicographer, will appear in the biography which his grand-daughter, Mrs. G. L. Ford, has in hand, and which is nearly completed.

Walt Whitman is preparing for the press a new volume of prose and verse, to be called "November Boughs." Most, though not all, of the poems, essays, etc., which are here to be bound together, have appeared in various periodicals during the past four years.

Rev. Henry Ward Beecher's sermons delivered by him during the present visit to England are to be published monthly in *The Brooklyn Magazine*.

A prize of one thousand dollars, for the best book on "The Christian Obligations of Property and Labor," is offered by the American Sunday-School Union, of Philadelphia. The book must contain between 60,000 and 100,000 words, and all MSS. must be sent in by November 1, 1887.

The able and entertaining address entitled "American Citizenship" delivered by Dr. Herrick Johnson, of Chicago, at the dedication of Albert Lea College, has been printed in pamphlet form and is sold at the low price of 10 cents, to aid in furnishing the college. Address orders to Mrs. Laura G. Fixen, Albert Lea, Minn.

An article on "The Effects of School Life on the Health of Women," by Charles A. L. Reed, M.D., appears in the August number of *The Cincinnati Medical Journal*. The essay will be of practical hygienic importance to superintendents, teachers, and parents.

Dr. A. F. Blaisdell, author of several physiological text-books, has revised, and Lee & Shepard have just published, "Outlines for the Study of English Classics," and re-christened it "Study of the English Classics."

Miss Eleanor Freeman, of Cincinnati, O., just issued through the Standard Publishing Co., of Cincinnati, three exercises, without music, of beautiful sentiment, and considerable literary ability, adopted for use in schools and young people's entertainments. "The Roses' Fete," a poem, and "Voices of the Past," an allegory, are recitations for girls; and "When the Women Vote," is a colloquy for boys and girls.

For the past five years The Century Co. has been engaged in preparing a dictionary of the English language, of which Professor William D. Whitney, of Yale College, is editor-in-chief. A prominent feature of the new work will be its encyclopaedic character. The publishers are taking great pains with the illustrations, of which there will be about 5,000.

ANNOUNCEMENTS.

D. C. Heath & Co., will publish in September, "An Introduction to the Study of Robert Browning's Poetry," by Hiram Corson, M.A., LL.D., Professor of Rhetoric and English Literature in the Cornell University.

Macmillan & Co. are to publish a volume of "Letters from Donegal," by a lady who describes the effect that the anticipation of home rule is having on life in Ireland.

An illustrated edition of Paul H. Hayne's complete poems is announced by D. Lothrop & Co.

Rev. Charles F. Thwing, of Cambridge, has just completed an original work, "The Family: an Historical and Social Study." It will be published by Lee & Shepard.

D. C. Heath & Co. announce for early publication a Bibliography of Pedagogical Literature, selected by Dr. G. Stanley Hall, which will prove very useful and helpful to teachers. Peabody's Kindergarten Lectures are now ready, and Rosmini's "Method in Education" will be ready in September.

A new novel by William Black is announced. It is said to deal with high and low London life, and to be a departure from Mr. Black's usual style.

Cassell & Co., announce a novel of Saratoga summer life. The title of the work is "Wanted—A Sensation. A Saratoga Incident." The author, Edward S. Van Zile, is a graduate of Trinity College, Hartford, Conn., in the class of '84.

"The Boys' Book of Famous Rulers," by Lydia Hoyt Farmer, will be published soon by T. Y. Crowell & Co. The author aims to give sketches of historical epochs as backgrounds for her biographical narratives.

Messrs. Ginn & Co. announce that they will soon issue a *Zoological Journal*, edited by C. O. Whitman, of Milwaukee, which it is claimed will occupy a field at present entirely unfilled.

BOOKS RECEIVED.

Old School Days. By Armada B. Harris. Chicago: Interstate Publishing Co. 60 cents.

An American Four-in-Hand in Britain. By Andrew Carnegie. New York: Charles Scribner's Sons. 35 cents.

June. By Oscar Fay Adams. Boston: D. Lothrop & Co. 75 cents.

The Secret of Her Life. By Edward Jenkins. New York: D. Appleton & Co. 25 cents.

Modern Fishers of Men. By George L. Raymond. New York: D. Appleton & Co. 25 cents.

The Battle of the Books and Other Short pieces. By Jonathan Swift.

Francis Bacon. By Lord Macaulay.

Thoughts on the Present Discontents, and Speeches. By Edmund Burke.

Numbers Illustrated and Applied in Language, Drawing, and Reading Lessons. By Andrew J. Rickoff and E. C. Davis. New York: Appleton & Co.

Great Lives: A Course of History in Biography. By J. I. Mornbert, D. D. Boston and New York: Leach, Shewell, & Sanborn.

Earthquakes and Other Earth Movements. By John Milne. New York: D. Appleton & Co. \$1.75.

Practical Elocution. By J. W. Shoemaker, A.M. Philadelphia: Publication Department of the National School of Oratory.

The Cruise of the Alabama. By One of the Crew. Boston: Houghton, Mifflin & Co.

Egypt and Scythia. Described by Herodotus. (Cassell's National Library Series.) New York: Cassell & Co. 10 cents.

The Young People's Tennyson. Edited by William J. Rolfe, A.M. Boston: Ticknor & Co. 75 cents.

Don't Marry. Hildreth. New York: J. S. Ogilvie.

India Revisited. By Edwin Arnold, M.A., C.S.I. Boston: Roberts Bros. \$2.00.

Geological Studies; or Elements of Geology. By Alexander Winchell, LL.D. Chicago: S. C. Griggs & Co. \$3.00.

The Story of Norway. By Hjalmar H. Boyesen. New York & London: G. P. Putnam's Sons.

Poems. By George Crabbe. New York: Cassell & Co. 10 cents.

Schiller's *Ausgewählte Briefe*. Selected and edited by Pauline Buchheim. New York and London. G. P. Putnam's Sons.

The Story of Germany. By Sabine Baring-Gould, M.A. New York and London: G. P. Putnam's Sons.

Eclectic Language Lessons. By Mary Elsie Thalheimer. Cincinnati and New York: Van Antwerp Briggs & Co.

Solar Heat, Gravitation, and Sun-Spots. By J. H. Kedzie. Chicago: S. C. Griggs & Co. \$1.50.

Won by Waiting. A novel. By Edna Lyall. New York: D. Appleton & Co. \$1.50.

Taras Bulba. By Nikolai Vasilievitch Gogol. Translated from the Russian by Isabel Hapgood. New York: Thomas Y. Crowell.

Lippincott's Popular Spelling Book. Philadelphia: J. B. Lippincott. 24 cents.

Childhood, Boyhood, Youth. By Count Lyof N. Tolstol. Translated from the Russian by Isabel Hapgood. New York: Thomas Y. Crowell. \$1.50.

The Rear Guard of the Revolution. By Edmund Kirke. New York: D. Appleton & Co. \$1.50.

1001 Questions and Answers on Geography. By B. A. Hathaway. Lebanon, O.: Published by the author. 50 cents.

A History of Education. By F. V. N. Painter, A.M. New York: D. Appleton & Co.

One Hundred Valuable Suggestions to Shorthand Students. By Selby A. Morris, Ann Arbor, Mich.: Published by the Author.

Voyagers' Tales. From the collections of Richard Hakluyt. New York: Cassell & Co. 10 cents.

The Child's Book of Health. By A. F. Haisdell, M.D. Boston: Lee & Shepard.

Psychology—The Cognitive Powers. By James McCosh, D.D. New York: Charles Scribner's Sons. \$1.50.

The Synthetic Philosophy of Expression; as applied to the arts of reading, oratory, and personation. By Moses True Brown, A.M. Boston and New York: Houghton, Mifflin, & Co. \$2.00.

Studies in General History. By Mary D. Sheldon. Boston: D. C. Heath & Co.

How We Are Governed. An Explanation of the Constitution and Government of the United States. By Anna Laurens Dawes. Chicago: the Inter-State Publishing Co.

A History of the American People. By Arthur Gilman, M.A. Chicago: the Inter-State Publishing Co.

Sheldon's Supplementary Reading—Third Book. New York and Chicago: Sheldon & Co.

Practical Recitations. By Caroline B. LeRow. New York: Clark & Maynard.

The Destruction of Gotham. By Joaquin Miller. New York: Funk & Wagnalls.

Shafesbury (The First Earl). By H. D. Traill. New York: D. Appleton & Co. 75 cents.

Silent Times. A Book to Help in Reading the Bible into Life. By Rev. J. B. Miller, D.D. Boston: T. Y. Crowell & Co. \$1.25.

Cecil's Cousins. By Z. B. Hollis. Boston: T. Y. Crowell & Co. \$1.25.

Forordained; a Story of Heredity. New York: Fowler & Wells Co. Paper, 50 cents; cloth, 75 cents.

A Moral Sinner. By Myrtilla N. Daly. New York: Cassell & Co. 25 cents.

Numbers Applied. A Complete Arithmetic for Intermediate and Grammar Schools. By Andrew J. Riskoff. New York: D. Appleton & Co.

MAGAZINES.

The War feature of the August Century in "Fredericksburg," described by General James Longstreet, Darius N. Couch, and William F. Smith; a short paper by Major J. Horace Lacy describes "Lee at Fredericksburg." Frank R. Stockton's new novelette, "The Casting Away of Mrs. Lecks and Mrs. Aleahine," describes the adventures of two worthy New England women and the chronicler. A historical sketch of Heidelberg, the Castle and the University, is contributed by Mrs. Lucy M. Mitchell, and seventeen illustrations accompany it. An article by Mr. Ripley Hitchcock describes "The Western Art Movement."

In "The Quaker for August," "The Heir of Sanford Towers," and "The Stranger Within the Gates" are continued; while "Sylvia Moreton's Probation" and "Two Little Feet" end. Among the articles with a deeper purpose are, "Work Among the Highways and Hedges," and "The Making of a Sunday-School Teacher." The third of the "Three Famous Abbots," is that of Malmesbury, described by W. Maurice Adams, F. A. S.

The midsummer (August), Wide-Awake has a new cover design purely decorative, rich in rose color and gold, on pale tea-green, antique-finish paper. Sally McLean contributes an irresistible story of "Peter-Patrick." A special feature is a collection of a dozen flower poems; Miss Wilkins writes of "Mignonette," Clinton Scollard of "Water Lilies," Ernest W. Shurtleff of "The Four-Leaved Clover," Bessie Chandler of "Tulips," Miss Nichols of "Dear Dandelion," etc. Ann Katherine Green contributes "An Entertainment of Mysteries," which is sure to cause much mirth everywhere.

The Magazine of Art for August has for a frontispiece "Ecce Ancilla Domini." "Animals in Decoration" pleads for having no animal in art that is not an exact imitation of nature. "The Romance of Art," describes the splendid marriage of Lorenzo the Magnificent. A fine picture is given of the vase from the Berlin Museum, which illustrates the Homeric Hymn to Dionysus. "Plagiarisms of the Old Masters," by Claude Phillips, is interesting. "The Pictorial Arts of Japan," by Cosmo Monkhouse, calls attention to its curious illustrations of Japanese drawing. Charles de Kay writes interestingly of "A Group of Colorists."—The Southern Review for August contains an idle tale by E. Polk Johnson, telling of a recent visit made to Mr. Davis, at Beauvoir. General Basil Duke relates the incidents of the retreat after the fall of Richmond; Young E. Allison contributes an illustrated sketch of the life and death of Father Ryan; and Henry Cleveland Wood describes the haunts of the moonshiner in Eastern Kentucky, in the story of the "Mountain Still."—Cassell's Family Magazine for August opens with a picture called "Yesterday." "Humor in Arcades," and "Mr. Smith—a dog," are very entertaining. Frederick J. Crowest gives a brief account of John Hullah. The descriptive articles are "A Run to Copenhagen," "A Gem of the South Downs," and "Dolls, and their Manufacture." "What to Wear" gives Paris and London gossip, and "The Gatherer" the latest suggestions of science.—The August Atlantic is extremely good. Miss Sarah Orne Jewett contributes a story called "The Two Browns," and Octave Thane has a sketch about "Six Visions of St. Augustine." The most notable articles are "Domestic Economy in the Confederacy," "The Indian Question in Arizona," and "The Benefits of Superstition." Miss Edith M. Thomas contributes a poem to the memory of Helen Hunt Jackson, and there are also some other verses which are up to the usual standard. The three serials by Henry James, Bishop, and Charles Egbert Craddock are as interesting as ever.

The Popular Science Monthly for August opens with an illustrated article entitled "Wood and their Destructive Fungus." Hon. David A. Wells closes his series of papers on "An Economic Study of Mexico," by considering the attitude which the United States should take toward that country.

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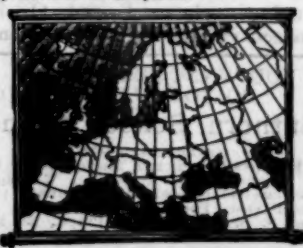
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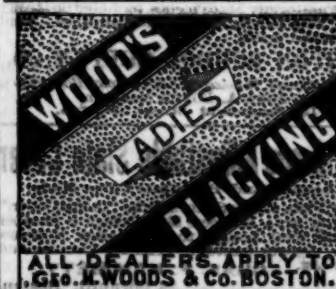
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THE publishers of THE SCHOOL JOURNAL would esteem it a favor if names of teachers who do not take it, and who would be likely to be interested, are sent them that they may send them specimen copies.

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The eyes by expelling, from the blood, the humors which weaken and injuriously affect them. For this purpose use Ayer's Sarsaparilla. It gives tone and strength to the digestive apparatus, and, by purifying the blood, removes from the system every scrofulous taint.

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I have used Ayer's Sarsaparilla, in my family, for over nine years. My oldest daughter was greatly troubled with Scrofula, and, at one time, it was feared she would lose her eyesight. Ayer's Sarsaparilla has completely restored her health, and her eyes are as well and strong as ever. — G. King, Killingly, Conn.

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I suffered greatly, a long time, from weakness of the eyes and impure blood. I tried many remedies, but received no benefit until I began taking Ayer's Sarsaparilla. This medicine cured me. My eyes are now strong, and I am in good health. — Andrew J. Simpson, 147 East Merrimack st., Lowell, Mass.

My son was weak and debilitated; troubled with Sore Eyes and Scrofulous Humors. By taking Ayer's Sarsaparilla his eyes have been cured, and he is now in perfect health. — Alarie Mercier, 3 Harrison ave., Lowell, Mass.

My daughter was afflicted with Sore Eyes, and, for over two years, was treated by eminent oculists and physicians, without receiving any benefit. She finally commenced taking Ayer's Sar-

saparilla, and, in a short time, her eyes were completely cured, and her bodily health restored. — C. R. Simmons, Greenbush, Ill.
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"BUTTER parties" are becoming popular in the west. We don't know whence they derive the name, unless it is because they are always sure to come off.

"MAMMA," said Johnnie, who had just been reading the war news, "I am afraid we are short of sauce for supper. Hadn't you better call out the preserves?"

MRS. BACON, of Boston (new to house-keeping): "Good morning, Mr. Cutts. Can you give me a good piece of roast beef?" "Supercilious butcher: 'Madam, I can give you a good piece of beef to roast.'"

A SCHOOL board recently asked the following question of a little girl: "What is the plural of man?" "Men." "Very well; and what is the plural of child?" "Twins," immediately replied the little girl.

YOUNG lady (to army officer at Washington): "Captain Drypowder, of the many famous remarks made by General Grant, which do you think reflects the most credit upon him?" Army officer (unhesitatingly): "Let us have peace."

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THEY say a civil service candidate was rejected the other day in Washington. To the question: "Can you tell me of what race Napoleon came?" he replied, "Why, of Corsican." He was thought to be too brilliant for a \$1,200 clerkship.

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"WHAT are you doing there, you rascal?" "Merely taking cold, sir." "It looks to me as if you were stealing ice." "Well, yes—perhaps it will bear that construction."

CELERY is said to be excellent for nervous people, and yet the man who goes home late at night expecting a scene with his wife generally prefers to chew cloves.

ADVICE TO MOTHERS.

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"TELL me, Thomas, how many voyages around the world did Captain Cook make?" "Three." "Correct. And on which of these voyages was he killed?"

SHOP-KEEPER—"Stockings, miss. Yes, miss. What number, miss, do you want?" Matter-of-fact young lady—"Why, two, of course. Do you think I've got a wooden leg?"

CONTRIBUTOR—"Here is a manuscript I wish to submit"—Editor (waving his hand)—"I'm sorry. We are all full just now." Contributor (blandly)—"Very well; I will call again when some of you are sober."

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CASH CAPITAL, \$3,000,000 00
Reserve Fund, \$2,111,537 00
Reserve for Unpaid Losses and Claims, \$775,435 00
Net Surplus, \$1,227,965 10
Total Assets, \$7,014,938 10

SUMMARY OF ASSETS

Cash in bank, \$755,795 00
Bonds & Mortgages, being 1st lien on R.R.'s, 897,550 00
United States Bonds, (market value), 2,870,590 00
Bank & R. R. Stocks & Bonds, (market value), 1,122,550 00
State & City Bonds, (market value), 322,000 00
Loans on Stocks, payable on demand, 122,850 00
Interest due on 1st January, 1885, 97,056 00
Premiums uncollected & in hands of agents, 208,700 30
Real Estate, 1,272,533 77

TOTAL, \$7,014,938 10

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